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ABSTRACT

Growing Up Strong (GUS) is a curriculum designed to develop strong mental and physical health in kindergarten through sixth grade students, with the objective of preventing subsequent substance abuse. This document contains a teacher's guide for using GUS in fifth and sixth grade classrooms (GUS 5-6) and duplication masters of materials that can be sent home with children to promote family involvement in GUS. Part I of the five-part teacher's guide provides background information about the program; the trademark cartoon characters Gus, Gussie, and their friends; GUS's multicultural approach and comprehensive prevention philosophy; and major components of the GUS 5-6 program and accessory materials. Part II includes information on using GUS, evaluating the program, and using the family involvement messages; and a sample message to families. Part III offers suggestions on classroom management and details classroom activities designed to reinforce refusal skills and activities designed to help children develop social and self-management skills. These activities relate to such topics as problem solving, brainstorming, cooperative learning, drug facts, life skills, and stress management. The materials designed for children to take home include information sheets for parents on accepting their children's friends, being a good role model, encouraging physical fitness habits, using techniques of stress management, giving accurate information about drugs, and daydreaming. Part IV provides lists of resources: 28 children's books, 24 books on cooperative learning for teachers, 4 publications for parents, and 31 organizational resources. Sample awards for children, information about drugs, an examination to test children's knowledge about drug facts, and GUS promotional materials are attached. (AC)

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GROWING UP STRONG™

A Mental Wellness
and
LIFE SKILLS DEVELOPMENT **Program**
for Fifth and Sixth Graders

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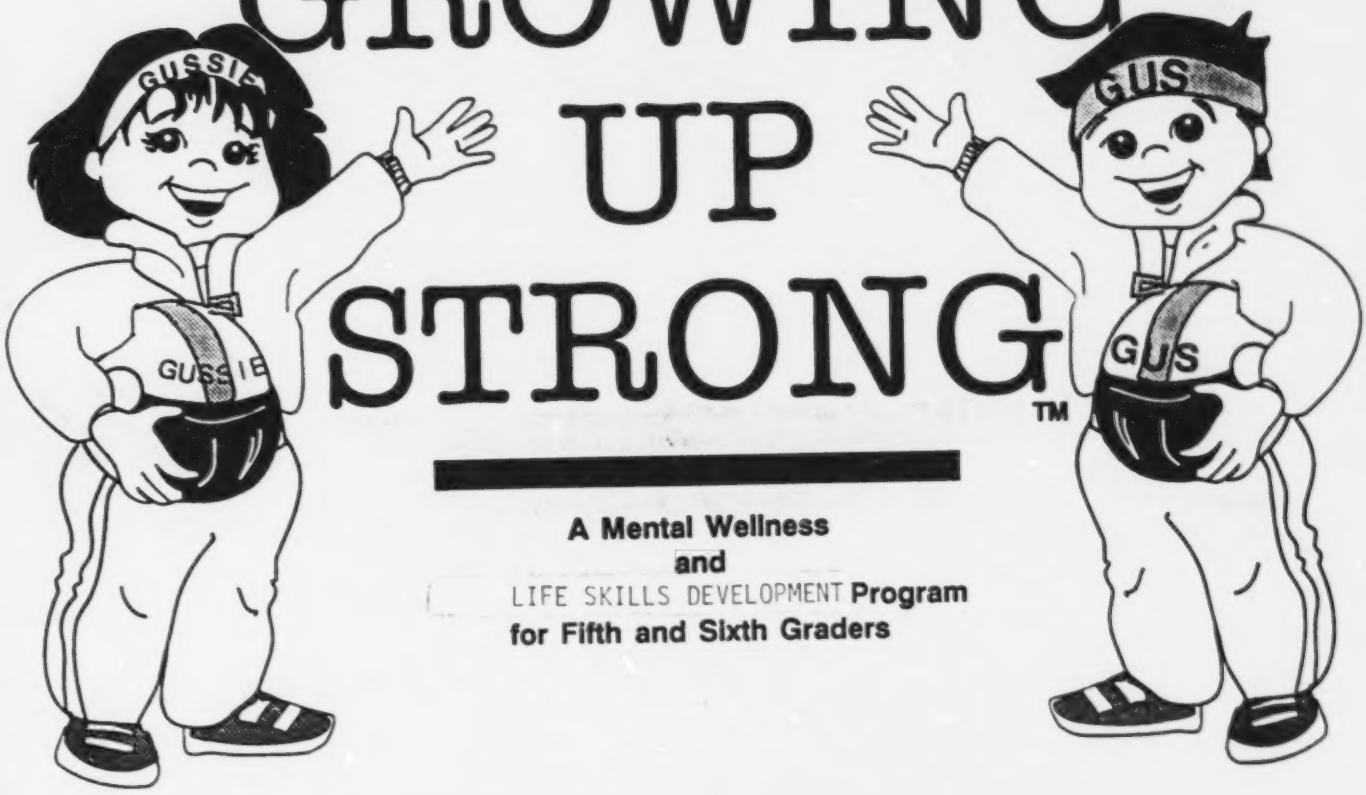
Teacher's Guide

GROWING UP STRONG™



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GROWING • UP • STRONG™

A Mental Wellness
and
LIFE SKILLS DEVELOPMENT Program
for Fifth and Sixth Graders

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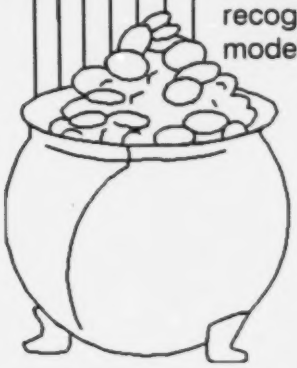

Dedication

This edition of *GROWING UP STRONG for Fifth and Sixth Graders* is dedicated to **Sonny Victor, Director of the McCurtain County (Oklahoma) Co-op,** for his vision of a drug-free McCurtain County. Sonny's vision of "a place where children are not robbed of their dreams" inspired much of the program content. Under his leadership, the fifteen school communities of McCurtain County have achieved national recognition for a successful, community-based prevention model.

"The dream at the end of our rainbow is a drug-free McCurtain County."

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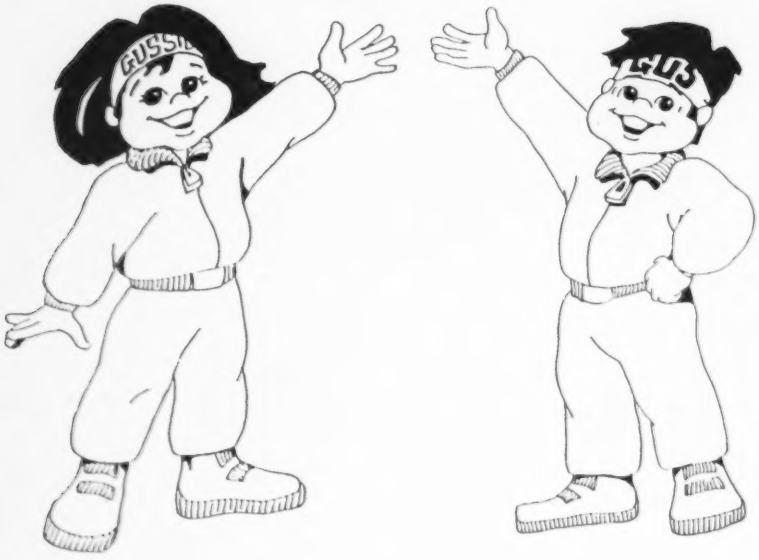
I. About GROWING UP STRONG



What is GUS?

GROWING UP STRONG (GUS) is a prevention program designed to assist children in preschool through sixth grade develop strong mental health. The GUS program for fifth and sixth graders will help create a classroom environment which promotes mental wellness, an important factor in preventing the use of alcohol or other drugs by children.

GUS provides curriculum materials for classroom activities and assists with family involvement. Factual information about alcohol and other drugs is featured in Drug Facts. Ideally, the materials and concepts will become incorporated into daily lesson plans or will be delivered in a focused collaboration between teachers and school counselors.

How Did GUS Begin?

The University of Oklahoma Center for Child and Family Development (CCFD) and the Washita Valley Community Action Council Head Start worked together on several preschool education projects in the early 1980s. Together, they perceived a strong need to further emphasize activities with young children that would promote mental wellness and prevent problems such as substance abuse. The GUS program was a response to the need for a multifaceted approach to the promotion of mental wellness. Funding for the original pilot came from Prevention Services within the Oklahoma Department of Mental Health and Substance Abuse Services (DMHSAS).

The pilot project for Preschool GUS began in July, 1983, and the final product was printed in August, 1986. Distribution of GUS for Kindergarten through First Grade (K-1) began in April, 1988. GUS for Second and Third Graders (2-3), GUS for Fourth Graders (4), two Spanish bilingual supplements, and an American Indian Supplement for Preschool through Third Grade completed the current GROWING UP STRONG series in 1989.

GUS for Fifth and Sixth Graders is a product of a collaboration between CCFD and McCurtain County Co-op. The fifteen school communities of McCurtain County (Oklahoma) participated in the ACTION funded program pilot of GUS 5-6. The Oklahoma Department of Mental Health and Substance Abuse Services assisted the GUS 5-6 collaboration and co-sponsored the production as a part of an on-going partnership between CCFD and DMHSAS to provide high quality prevention programs for preschool through sixth grades.

GUS and GUSSIE and Friends

The GUS and GUSSIE characters are trademarks of the GUS program. They help children and their families identify with mental wellness promotion and substance abuse prevention. GUS is the acronym for GROWING UP STRONG and GUSSIE means GROWING UP STRONG Says I'm Excellent. GUS and GUSSIE have grown up with the program so each segment of GUS shows them at the appropriate age from preschool through sixth grade. In the fourth grade, their multicultural friends are introduced. Although they have names, your students can give them new names if they choose.

A Multicultural Approach to Prevention

GROWING UP STRONG is based on the assumption that all children need a sense of belonging, heightened self-esteem, life skills development, and a positive self-concept. Multicultural education provides developmentally appropriate experiences for children based on both appreciation and respect for cultural differences. Respect for cultural differences is essential for decreasing prejudice and discrimination based on race, gender, social class, age, and mental or physical disabilities.

Cultural stereotyping is so pervasive in contemporary society that children begin to internalize negative attitudes toward themselves or others at a very early age. Children may limit their socio-cognitive development through low personal expectations or contribute to the low self-esteem of others through negative behavior. Promoting mental wellness and preventing substance abuse necessitates positive interactions between and among children and significant adults. Toward that end, teachers and adult family members can model multiculturally respectful behavior and demonstrate pride and acceptance of their cultures of origin. The importance of a more global approach to multicultural awareness should not be underestimated.

Comprehensive Prevention and GUS 5-6

A comprehensive prevention approach utilizes the widest possible range of strategies to address the prevention needs of a community. It is based on the premise that communities adopting a comprehensive approach to prevention have a greater impact than those using a single strategy.

The following strategies have been adapted from publications of the Southwest Regional Center for Drug-Free Schools and Communities at the University of Oklahoma (See *Resources*).

1. **Life Skills Development** addresses social competencies needed for individuals to develop into functional adults with adequate coping strengths. These may include communication skills, decision-making skills, refusal skills, and problem-solving skills. The premise is that individuals who acquire life skills are better able to resist negative group pressure and find positive solutions to life problems.

2. **Alcohol and Other Drug Information** is a strategy that disseminates information about alcohol and other drugs that is factual, up-to-date, and not exaggerated. This strategy is based on the premise that providing accurate information, when used in conjunction with other prevention strategies, helps individuals make informed decisions, thus reducing their risk for alcohol and substance abuse.

3. **Alternative Activities** are organized, drug-free activities that promote a healthy lifestyle. It is based on the premise that when individuals participate in drug-free activities, they are less likely to develop an alcohol/substance abuse problem.

4. **Social Policy** addresses a community's written and unwritten customs and practices regarding alcohol and drugs. This strategy is based on the premise that when a community adopts and enforces consistent norms and policies against the illegal use of alcohol and other substances, both use and abuse will decline in the community.

5. **Constituency Development** is a strategy that aims to expand prevention programs within a community. It is based on the premise that communities having a wide range of services available will have a greater impact than those with limited services.

GUS 5-6 offers life skills development for children as well as age-appropriate alcohol and other drug information. The family involvement component involves constituency development, utilizing parents and other adults as agents of prevention. Alternative activities and examination of social policy are strategies usually addressed by a community task force or civic group, although group process through problem-solving and brainstorming and an introduction to social policy for fifth and sixth grade students has been included.

Major Components of GUS 5-6

Although suggestions on how to use GUS 5-6 have been included, GROWING UP STRONG is a flexible program which adapts easily into any classroom setting. There is no set order in which activities must take place. Families need to know that your school or program is using GUS 5-6 so they are better able to support mental wellness promotion and prevention activities. A letter or announcement for families should be sent at the beginning of the school or before GUS 5-6 is implemented.

Information and Activities

Section III combines information and activities so that background information is in close proximity to classroom activities. Two activities, the *Space Explorers Club* and *Teaching Personal Safety* should be spread over the school year. *Drug Facts* can be divided into learning modules or treated as a single unit. The amount of time spent on *Drug Facts* depends on the sophistication of your students, the availability of community-based resources, and your assessment of need. Students need good information if they are expected to make good choices.

The activities in GUS 5-6 include cross-age education/peer leadership, peer support, life skills development, social policy, and creative solutions to stress management. Choose activities in an order that will fit with your lesson plans. When possible, enjoy the activities along with your students, especially those designed to reduce stress.

Family Messages

Billboard style family messages can be duplicated for distribution at parent meetings, open-house, or sent home with your students. The Space Explorers Club Awards are reinforcement messages for families as well as for students. Positive communication between families and teachers will enhance the promotion of mental wellness in your students. Family support is critical to the whole education process.

Program Evaluation

There are two forms of program evaluation. Drug Facts examinations have been included to assess knowledge and retention of facts. Although scoring the results is helpful, the GUS program encourages teachers *not* to assign actual grades to the pretest/post-tests. A validated scale for self-administered program evaluations will be available at the end of the 1991-1992 school year. Aggregate scores from GUS 5-6 classrooms will be combined to assess the effectiveness of GUS 5-6 implementation.

Resources

An annotated bibliography of children's books, cooperative learning publications, and books for parents has been developed for GUS 5-6. The children's books were selected for the sensitive subjects they represent or for their relevance to the basic concepts presented in GUS 5-6.

Prevention technology resources such as the Drug-Free Schools and Community Centers and national organizations and agencies are listed for your convenience. The National Federation of Parents for Drug-Free Youth sponsors Red Ribbon Awareness Week each fall. Several Oklahoma organizations have been listed, but you should find some equivalent organizations in your own state by calling some of the national numbers or by contacting the state agency which receives federal block grants for prevention services.

II. Using GROWING UP STRONG

How To Use GROWING UP STRONG

The mental wellness concepts in GUS 5-6 can be seen as threads running through your classroom curricula. Classroom management techniques and productive teacher-family-child relationships support a learning environment. The following suggestions are intended to make GUS 5-6 an effective prevention program while adapting to your specific classroom needs.

1. Introduce the GUS program to the families at the beginning of the school year. Communicate its purpose and benefits in a newsletter article, in a letter, during a parent meeting, at an open house, or use multiple methods. A sample letter is included on page 11.

2. Make a point to establish regular, positive communication with families. The Space Explorers Awards will reinforce positive communications. Try to make all of your initial contacts with families pleasant ones.

3. Use the GUS 5-6 family involvement messages. Family involvement messages help parents to become effective preventionists and they are a component of positive communication.

4. If possible, have a meeting with families that features an important mental wellness topic. Stress management for children and families and effective guidance techniques are two possible topics. Good resources for speakers are your county Health Department, Guidance Center, Parents Anonymous groups, Department of Mental Health prevention services, and continuing education or public service units of universities and colleges.

5. Utilize some aspect of the GUS activities or the Space Explorers Club daily. The club will assist your students in the development of socially acceptable behavior.

6. Enjoy the activities with your students. Cooperative learning groups might repeat or extend their favorites.

7. Develop your own prevention activities or expand the ones in the *GROWING UP STRONG Teacher's Guide. Share or swap your ideas with other teachers.*

8. Send *Drug Facts* home as well as using them in the classroom. Encourage families to discuss what the children have learned at school.

9. Provide community role models for your classroom while your students learn new skills and acquire critical information. Role models for careers are especially beneficial.

10. Encourage your students to try dramatics as well as writing, art, and music as a means of expressing emotion and reducing stress.

Sample Introductory Letter to Families

(Date)

Introducing
GROWING • UP • STRONG™
for Fifth and Sixth Graders

Fifth and sixth grade students will participate in a mental wellness promotion and substance abuse prevention program called GROWING UP STRONG (GUS). GUS includes factual, up-to-date drug education information as well as classroom activities to promote life skills development. GUS utilizes cooperative learning, cross-age education, and peer support as well as more traditional methods of learning.

You will be hearing more about GUS 5-6 as the program progresses. "Messages" will be sent home with your child. Family involvement is a critical aspect of preventing alcohol and other drug use by children. Together, we can help children develop the mental strength they need to make good choices.

_____, Principal

_____ Elementary School

Before you begin using the GROWING UP STRONG program, you may wish to adapt this letter or a similar one to tell the children's families about GUS.

Program Evaluation

The Center for Child and Family Development validates all program evaluation instruments through a combination of face validity, concurrent validity, and experimental design validity. The standards used for reliability and validity are higher than those of traditional instruments because national norms or standardization are not used. To avoid potential for labeling children, CCFD program evaluation instruments are not interpreted. Each pretest establishes the baseline for an individual child and the post-test is used to construct correlations. Although the Observable Behavior Checklists, Levels I and II, found in Preschool GUS, GUS K-1, and GUS 2-3, are sometimes used for assessment and measurement, aggregate scores are necessary for evaluation purposes. We strongly suggest that total aggregate scores, not individual classroom aggregates, be used for program evaluation.

The evaluation instrument for fourth grade is self-administered and includes questions related to drug education. The instrument is in its final year of validation and will be available for fall 1991. Draft copies are available by request. A self-administered evaluation instrument for fifth and sixth graders is in the final drafting stages and will be validated during the 1991-92 school year. Recipients of the current GUS 5-6 *Teacher's Guide* may request the draft instrument or the final program evaluation instrument. Contact CCFD for additional information.

A Drug Facts pretest/post-test examination for fifth and sixth grades is included in this *GROWING UP STRONG Teacher's Guide*. You can establish your students' comprehension level by administering the pretest before you begin the Drug Facts section and repeating the test two weeks after completion of the unit. The post-test will measure both comprehension and retention of facts about alcohol and other drugs. Separate tests are provided for fifth and sixth grades. The answers to the tests can be found on page 28.

Using Family Involvement Messages

The family involvement messages are intended to have a billboard effect in order to capture the attention of families. After the initial message is delivered, more detailed information or examples are given. Send the messages home as they fit with your classroom schedule. When possible, each family should receive a complete set.

Duplication Masters

Almost a Teenager

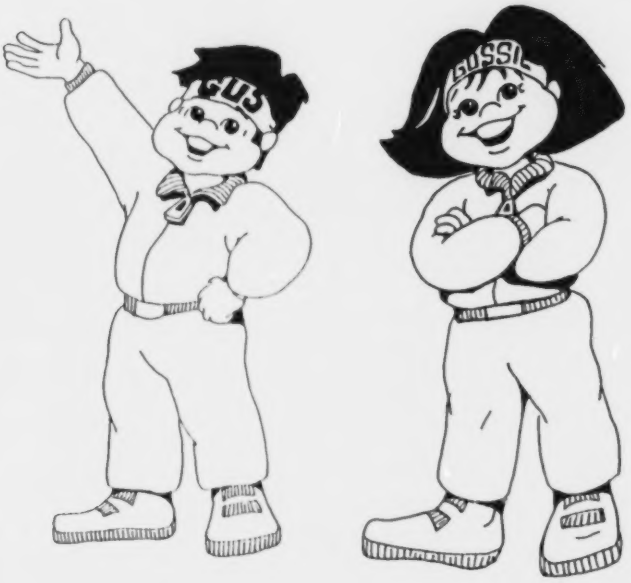
Be a Good Role Model

Healthy Bodies, Healthy Minds

Stress Management

Drug Facts, Not Fiction

Daydreaming Is an Important Activity



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III. Information and Activities

Classroom Management

Rules of the Classroom

Although establishing rules is not always the best way to handle classroom problems, rules are necessary. Rules should be **simple, short,** and **make sense to your students.** Anybody who has ever run a stop sign by accident or gone in an "out" door by mistake will realize that we all forget rules if we are concentrating on something else. The main difference is that children in fifth and sixth grades are usually more impulsive and more singularly involved in whatever they are doing or thinking. They are also more easily distracted and heavily influenced by their peer group.

Your students could participate in the establishment of the classroom rules. The need for rules could be discussed during a problem-solving exercise.

For example: "The room is so noisy that we bother other classrooms when we are in our cooperative learning groups. How could we keep the noise level down and still work together?"

Encourage your students to think of possible solutions to help them through a problem-solving process. Try brainstorming, discussion, voting, or consensus. Suggest that the class have a trial period in order to give the new rule (or idea) time to work. They can meet again to evaluate the solution and perhaps decide on another approach.

Try not to make exceptions as there is security in consistency. When appropriate, have all the rules apply to all the students all the time. Be patient. Anger will only make a conflict situation worse. A student who continually tests the limits in your classroom may be provoking negative attention. Focusing on positive reinforcement might reduce the incidents of negative attention-seeking.

Socially Acceptable Behavior

If some of the classroom rules are broken, you might have a class discussion about the rules and how they relate to socially acceptable behavior. Guide the students to several solutions to the problem. If the students helped establish the rules, in many situations they will all be able to help with a solution. At this age, peer support for socially acceptable behavior can be very effective.

The importance of behaving in a socially acceptable manner is easy to demonstrate. When students form a line to walk through the hallway for a fire drill, the socially acceptable behavior is to keep one's place. What would happen if everyone decided to be first? Role-playing with eight to ten children will provide a visual demonstration of the need for socially acceptable behavior. Pushing to be first could endanger the class if there were a real fire or emergency.

In the past, some types of socially acceptable behavior have been lumped under "etiquette" or "manners".Socially acceptable behavior is much more than superficial civility. Knowing how to behave in a variety of circumstances enhances the development of self-esteem and a positive self-concept. More importantly, socially acceptable behavior diminishes some of the visible differences in behavior between members of different societal groups. Experiments have produced anecdotal datum which indicates adolescents with basic social skills have a lower unemployment rate than their exact counterparts. As adults, we are all generally "more impressed" with a polite student. **The ability to behave in socially acceptable ways is an advantage we can give our children.**

Some of the importance of teaching and reinforcing socially acceptable behavior lies in how the behavior is interpreted by others. Why should a student hold a door open for an elderly person?

As a sign of respect?
Because doors are heavy?
To feel good about helping?
To experience a pleasant interaction?
To be "nice"?

The Space Explorers Club is a good format for exploring socially acceptable behavior. If behavioral rules are generally known and there are set methods for excusing accidental behavior, courtesy reduces conflict in most social settings. Fights sometimes occur because one student bumps into another or spills a drink on another student. "Excuse me. I really did not intend to hit your arm. Let me help you clean up the spill," is highly preferable to exchanging insults or engaging in physical violence.

GUS and GUSSIE's Space Explorers Club

Activity #1

Students will have the opportunity to explore both "inner space" and "outer space" in the Space Explorers Club. It is important for students to understand the relationship between their behavior and the way they are treated by others. **Presentation of self** describes the way in which each person shows a different face or self according to the situation. Consequently, someone who acts tough may not be tough. Some students may refer to this phenomenon as "giving attitude".

Exploring inner space is important in a prevention program because life skills development appears to be a major factor in avoiding alcohol or other drug use, as well as other problem areas such as teen pregnancy, adolescent suicide, delinquency and school failures. Life skills development includes decision-making, problem-solving, accepting responsibility, assertiveness, and stress management. Students need to understand the difference between healthy stress and unhealthy stress and learn creative solutions to stress reduction through art, music, writing, and dramatics.

Students will explore outer space to learn assertiveness through refusal skills and peer support. They will learn about setting personal standards through choosing role models and developing socially acceptable behavior. Cross-age education permits older students to share what they have learned through improvisational theater. The concept of impression management will assist your students in understanding presentation of self.

Exploring outer space is important to a prevention program because students who do not make friends easily or enter groups with some degree of discomfort may feel that they have to join any group that will have them. For some students, the price of belonging is to use alcohol or other drugs, drop out of school, or engage in socially unacceptable behavior. Adults tend to forget the importance of a sense of belonging at this stage of development. Students who understand how the pieces of human interaction fit together are better able to determine how their own presentation of self effects their ability to be accepted by others.

The Space Explorers Club and related classroom activities are a vehicle to make learning these important skills easier and more fun. Family messages will reinforce what your students are learning.

A major purpose of the Space Explorers Club is to encourage students to solve problems related to the development of socially acceptable behavior and making friends. The ability to behave in a socially acceptable manner, in combination with life skills acquisition, promotes a positive self-concept. Students who are accepted by their peers and interact well with adults appear to develop and maintain good mental health.

Establishing a Club

With the guidance of a teacher or counselor, club members should establish rules and procedures which promote peer support. The children should set good examples for each other, encouraging commitment to the rules. Problem-solving when the rules do not fit or when new situations arise can be accomplished with brainstorming.

Although the club concept is flexible, some suggestions for starting a Space Explorers Club are as follows:

1. Establish rules for treating each other with courtesy and respect.
2. Mediate disputes through problem-solving.
3. Brainstorm solutions to classroom dilemmas.
4. Increase feelings of competency and self-esteem through cooperative learning.
5. Promote peer support for socially acceptable behavior using positive comments.
6. Reduce stress through music, art, writing, and dramatics.
7. Promote family awareness and support through the club awards and family messages.
8. Encourage acceptance of responsibility through club activities.
9. Promote friendship through the Good Friend Award.
10. Promote commitment to the club rules and concepts through the Conquest of Space Award.

Membership Cards

Club membership cards can be reproduced on card stock or any heavy paper and might be laminated for durability. The membership cards simply identify the students as participants in the program and should help in promoting awareness by families. The club can serve as a reinforcement vehicle for Red Ribbon Awareness Week or any other positive behavior that will benefit students and their families.

A duplication master has been provided in the pocket of the GUS 5-6 folder.

Good Friend Award

As the students in the Space Explorers Club explore the concept of friendship, they will become more aware of interactive behavior. The Good Friend Award is designed to reinforce positive behavior. The award could be given by teachers, counselors, principals, or through nominations from other students. When the award is given, be specific about the reason for the award. Try to insure that all children receive an award during the school year. If a child appears unable to exhibit good friend behaviors, some additional guidance may be warranted. Children develop at different rates, but the ability to share, offer help, or compromise for mutual benefit should be in evidence before the close of fifth grade. Sixth graders who need assistance in exhibiting good friend behaviors may require early intervention from a school counselor or student assistance program. The award should be printed on brightly colored paper or card stock, if possible.

A duplication master is in the pocket of the GUS 5-6 folder.

Conquest of Space Award

When students in the Space Explorers Club show significant improvement in socially acceptable behavior or demonstrate appropriate behavior on a consistent basis, they should receive the Conquest of Space Award. A student who shows exceptional judgment in a difficult situation or who is able to overcome a developmental disability would be a good candidate for the Conquest of Space Award. Socially acceptable behavior and commitment to the rules are so important to the future of your students that this award should be given as often as behavior merits it. The award should be printed on brightly colored paper or card stock, if possible.

A duplication master is in the pocket of the GUS 5-6 folder.

Problem-Solving

Activity #2

The Space Explorers Club is a good structure for teaching a systematic method for decision-making and problem-solving. Feeling unable to cope with life's challenges can effect a student's performance at school, relationships with others, and the student's self-concept. Research during the past ten years reveals that students skilled at decision-making and problem-solving are less likely to become delinquent, to use alcohol or other drugs, or to develop other dysfunctions.

Students who know how to think through a problem are better able to cope with the stresses of life. Problem-solving helps children learn to utilize what they can do and turn it into effective action. As problems arise during the school year, use the following technique to help your students become more self-reliant.

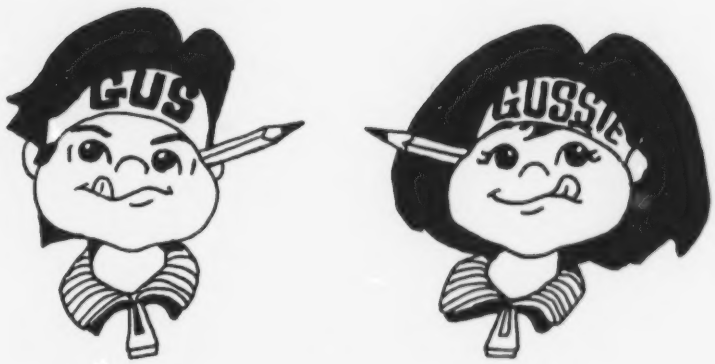
1. **Define the problem.** State the problem as specifically as possible, making sure you focus on the problem itself and not the consequences of the problem.

2. **Discuss ways to solve the problem.** Encourage students to think of as many solutions as possible. Keep in mind that what may seem nonsensical to you may make perfect sense to some of your students.

3. **Discuss the consequences of each possible solution.** Let the students imagine how each solution would effect other people or other classes. Begin to eliminate those solutions that will not work.

4. **Decide which solution to try and take action.** Students could vote or work for a consensus on the solution they wish to try. If the solution does not work, ask the students to choose another solution and try again.

5. **Evaluate the results.** Solutions that do not work are not necessarily failures. Use the results from one effort to discuss how another solution might work. Will the results be the same or different?



Brainstorming Club Rules

Activity #3

Brainstorming is a way for everyone to feel comfortable about sharing ideas. The purpose of brainstorming is to hear every idea so that one suggestion triggers another. Utilize this technique in helping your students develop Space Explorers Club rules. When the rules are complete, ask a school administrator to review the rules and discuss them with the students. Your students will take the rules more seriously with this added element.

There are five basic rules to follow:

- **Listen to every idea,** no matter how unlikely it sounds. Either the teacher or a student should be responsible for making a list. A flip chart or a chalk board will make the list easier to read.
- **Do not comment** on whether ideas are good or useful while compiling a list.
- There should be **no discussion** or comments until everyone has had a turn.
- **It is acceptable for students to repeat** an idea or to add to one already listed. There are a limited number of potential solutions.
- **No criticism** should be allowed. All students should be praised or thanked for sharing.

Cooperative Learning Model

Cooperative learning is not a new concept but it has been resurrected in the past decade. Cooperative learning can be an effective tool for teaching academics, social skills, and respect for multicultural differences. Industrial nations, such as Japan, who utilize the model in work situations produce better and faster than those who do not. Students who are taught in cooperative learning groups are able to:

- learn assigned lessons;
- complete tasks efficiently;
- include all group members in their work;
- solve group problems with minimal teacher assistance;
- resolve differences among themselves; and
- enjoy the process of working together.

See *Resources* for books about the cooperative learning model.

Introducing Drug Facts

Drug Facts should be introduced **after** the fifth or sixth grade pretests if you are using the examinations. Although research indicates that parents are the most effective source of factual drug information for children, not all parents are knowledgeable about alcohol or other drugs. Information about *Drug Facts* is included in the family involvement messages. In order to be effective and have a positive impact on future decision-making, drug information must be **factual, up-to-date,** and **not exaggerated.**

Drug Facts, Part I includes drugs which are termed "gateway" substances. Gateway substances are those which individuals report having tried first, in particular alcohol and tobacco. Accurate information, combined with other prevention strategies, such as GROWING UP STRONG, help children to make better choices. Because of the wide variety of illegal and prescription drugs, it is almost impossible to recognize physical differences among drugs. Students need to know that they should never eat, drink, or sniff any substance offered by a person not designated in advance. *Drug Facts, Part II* includes substances frequently called "hard" drugs. It is important to note, however, that there are no "soft" drugs.

Some children in fifth or sixth grade may have contact with a few of the drugs listed in Part II, especially crack. Crack is a pellet-like form of cocaine which is extremely addictive. Because children are known to be employed as drug "runners" in some urban areas, younger children are being exposed to crack. The immediacy of addiction causes crack to be an attractive lure for recruiting children into the illegal drug business.

The age of first drug use had dropped in some states and may eventually become a national trend. Because communities vary so greatly, it is necessary for teachers, families, and school authorities to judge how extensive a drug information unit should be. Please note that "scare tactics" **do not work** and may be counterproductive. If you use community prevention resources or speakers to talk to your students about alcohol and other drugs, please be sure that they deliver a **no use** message. Responsible preventionists do not confuse students with double messages, such as designated drivers for underage drinking.

Instructions for Drug Facts Examinations

Both fifth and sixth grade students should be tested on their knowledge of alcohol and other drugs before you use Drug Facts. The same examination is used as a pretest and a post-test. The sixth grade version of the test is somewhat more difficult than the fifth grade version. Choosing which exam to use depends on your students, although the exams are set for appropriate comprehension levels according to grade.

Wait approximately two weeks after completion of the Drug Facts activities to administer the exam as a post-test. Most students will improve their scores from the pretest to the post-test unless they made lucky guesses on the first round of testing. The change in scores has no significance other than a measure of knowledge and retention. The GUS program prefers that students are not graded on these examinations but they should have access to their scores.

Examination answers are on page 28.

Duplication masters for the examinations are in the pocket of the GUS 5-6 folder.

Center for Child and Family Development
Continuing Education and Public Service
The University of Oklahoma

Name: _____

☐ **Boy** ☐ **Girl** **Birthdate:** _____

Teacher: _____

School: _____

GROWING • UP • STRONG™
for Fifth Graders

Drug Facts Examination

Circle the correct answer.

1.	A person can tell the difference between cocaine, heroin, and PCP by their appearance.	TRUE	FALSE
2.	If a doctor prescribed a medicine for my father, it would be safe for me to use.	TRUE	FALSE
3.	Crack is a form of cocaine.	TRUE	FALSE
4.	Hashish is a form of marijuana.	TRUE	FALSE
5.	Inhaling fumes from glue, paint thinner, and gasoline can cause brain damage.	TRUE	FALSE
6.	A person can not become an alcoholic by drinking beer.	TRUE	FALSE
7.	Using tobacco can cause mouth, throat, and lung cancer.	TRUE	FALSE
8.	Over-the-counter drugs are harmless.	TRUE	FALSE
9.	A person will not become addicted to cocaine by sniffing it.	TRUE	FALSE
10.	There are very few legitimate uses for anabolic steroids.	TRUE	FALSE
11.	Alcohol and tobacco are not dangerous because they are legal substances.	TRUE	FALSE
12.	Sharing a syringe to inject drugs into your body may result in hepatitis or AIDS.	TRUE	FALSE
13.	The use of cocaine in any form can result in heart attack or respiratory failure.	TRUE	FALSE
14.	As little as one dose of the substance Ecstasy or STP can cause brain damage.	TRUE	FALSE
15.	If a substance is legal it can not be abused.	TRUE	FALSE
16.	It is legal for a child to drink an alcoholic beverage if an adult provides it.	TRUE	FALSE

Center for Child and Family Development
Continuing Education and Public Service
The University of Oklahoma

Name: _____

☐ Boy ☐ Girl Birthdate: _____

Teacher: _____

School: _____

GROWING • UP • STRONG™
for Sixth Graders

Drug Facts Examination

Circle the correct answer.

1.	Designer drugs are chemically modified forms of illegal drugs.	TRUE	FALSE
2.	The use of steroids may cause damage to the heart and reproductive systems.	TRUE	FALSE
3.	Other street names for crack are freebase and rock.	TRUE	FALSE
4.	Peyote and psilocybin are natural substances and therefore legal.	TRUE	FALSE
5.	Chewing tobacco is not a health hazard.	TRUE	FALSE
6.	A person cannot become an alcoholic by drinking beer.	TRUE	FALSE
7.	Use of Lysergic Acid Diethylamide (LSD) can cause hallucinations.	TRUE	FALSE
8.	Federal permits are required to pick, possess, or use peyote for religious purposes in the Native American Church.	TRUE	FALSE
9.	Tranquilizers and stimulants may be legally prescribed by a doctor.	TRUE	FALSE
10.	In powder form, many drugs look the same.	TRUE	FALSE
11.	Inhaling the gas from aerosol sprays and solvents is not defined as substance abuse.	TRUE	FALSE
12.	Over-the-counter drugs are safe because anyone can buy them.	TRUE	FALSE
13.	If a substance is legal, it cannot be abused.	TRUE	FALSE
14.	Injecting speed into your body can cause a stroke or heart attack.	TRUE	FALSE
15.	"Rush" and "Locker Room", legal in some places, are okay to use.	TRUE	FALSE
16.	A child can drink alcohol if an adult is present.	TRUE	FALSE
17.	An addiction is an uncontrollable urge that has harmful side effects.	TRUE	FALSE
18.	Contaminated needles shared among drug abusers are a major cause of the spread of AIDS.	TRUE	FALSE
19.	Tolerance to a drug means a person must take more and more of the drug to get high.	TRUE	FALSE
20.	Marijuana is another form of tobacco.	TRUE	FALSE

Answers to Drug Facts Examinations

Fifth Grade Version

1. False: Cocaine, heroin, and PCP are usually white powders.
2. False: Prescription medicine is not for sharing.
3. True
4. True
5. True
6. False: Beer is a beverage with a variable alcohol percentage.
7. True
8. False: Any medication can be dangerous if abused or ill-combined.
9. False: Cocaine can be sniffed, smoked, or injected.
10. True
11. False: Both alcohol and tobacco can cause addictions and heart disease and tobacco can cause cancer.
12. True
13. True
14. True
15. False: Prescription medicine, OTC medicine, and alcohol can all be abused.
16. False: There are many laws that protect minors from being exposed to alcohol. Depending on the situation, it might be illegal possession for the minor and contributing to the delinquency of a minor or worse for an adult.

Sixth Grade Version

1. True
2. True
3. True
4. False: Although they are "natural", they are illegal. Under some circumstances, peyote may be legal for sanctioned religious services.
5. False: Tobacco is known to cause cancer of the throat, mouth, and tongue when chewed.
6. False: Beer contains alcohol.
7. True
8. True
9. True
10. True
11. False: Inhalant abuse causes serious brain damage or death.
12. False: If not used correctly, all medicine can be abused.
13. False: Aerosol sprays and gasoline are legal as well as alcohol and other drugs.
14. True
15. False: Even if legal, designer inhalants are dangerous.
16. False: Children are not permitted to drink alcohol because they are minors. There are some cultural groups who drink wine with meals and think it is acceptable to give a few drops to children, but children may not legally drink alcohol.
17. True
18. True
19. True
20. False: Although marijuana is a leafy plant, it is not a form of tobacco.

Drug Facts

Activity #4

Although there are a number of ways to teach factual information about drugs, the GUS program recommends cooperative learning. Some of the technical words will be new to fifth and sixth graders and some of the concepts, dependence, for example, are abstract. Part I should be mastered by a group before they proceed to Part II. Part III is the most difficult as it involves the molecular structure of certain substances.

Rather than expecting the children to memorize all the material, basic facts are important. For example, alcohol is a legal drug. Legal drugs can be abused. All use of illegal drugs is unlawful. Some drugs are more dangerous than others, but all drugs, except those prescribed by a doctor or given by a responsible adult, are dangerous to children. Fifth and sixth graders lack the life experiences necessary to entirely comprehend an addiction. A community-based treatment program might provide a speaker to help them understand addiction. Spreading the materials over several days will allow your students to absorb the information. Encourage the students to ask questions about what they have heard from older students or friends.

The following methodology is recommended:

1. Divide the class into cooperative learning groups;
2. Groups should fully master each part before advancing;
3. Groups should record any questions they have for class discussion.
4. Have a community role model answer questions not fully covered by class discussions.
5. Use the cross-age education concept to answer questions. Older students with training in drug education might participate in class discussions.

Class Discussion Topics

Addiction may be a difficult concept for children to grasp. Tobacco addiction is an easy way to contextualize an "uncontrollable urge" which has harmful side effects. Ask the children to look for cessation of smoking advertisements in metropolitan newspapers, magazines, and on television. Over a period of one week, have them record each time a character on TV talks about wanting to stop smoking, trying to stop smoking, or an unsuccessful attempt to stop. How would it feel to be addicted? This would be a good time to discuss prevention versus treatment. Is it easier to prevent an addiction than to cure an addiction through treatment?

The distinction between legal and illegal drugs is sometimes used to excuse the ingestion of alcohol by minors. Alcoholic beverages are legal, although it is illegal for an adult to provide those beverages to an underage person. In most states, it is also illegal for a minor to "possess" alcohol. Is it better to use a legal drug in an unlawful manner than to use an illegal drug?

Vocabulary Words:

dependence
tolerance
legal drugs (substances)
illegal drugs (substances)
hallucinations
anxiety
contaminated
addiction
flashbacks
injection
panic attacks

Duplication masters for Drug Facts are in the pocket of the GUS 5-6 folder.

Drug Facts, Part I

Substance	Street Names	Appearance	Usage	Comments
Alcohol	Booze Hooch Beer	Liquid	Generally taken as a drink.	Alcohol is a legal substance which is readily available. Alcohol is a drug, however, and any beverage containing alcohol is illegal and dangerous for children.
Tobacco	Cigarette Cigar Chew Snuff	Leafy, golden brown rolled into cigarettes or cigars; leafy, dark brown for chewing; and a white powder for sniffing	Smoked Chewed Sniffed	There is a myth that chewed tobacco is not a health hazard. Mouth and throat cancer are reportedly on the increase as more young people chew tobacco.
Marijuana	Pot Grass Weed Reefer Dope	Dried parsley mixed with stems and possibly seeds	Smoked Eaten	Once believed to be "harmless", marijuana interferes with emotional development, the ability to learn, and discourages physical activity in children.
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked	
Inhalants				
Nitrous Oxide	Laughing gas Whippets	Prcpellant for whipped cream in aerosol spray cans Small 8-gram metal cylinder sold with a balloon or pipe	Vapors inhaled	Inhalant abuse can cause brain damage, lung damage, or death. Many of the abused products are common household items or available in convenience stores. Brand name inhalants such as "Rush" are designed for abuse and generally have no other true purpose. Many cities have banned brand name inhalants to protect children.
Amyl Nitrite	Poppers Snappers	Clear yellowish liquid in ampules	Vapors inhaled	
Butyl Nitrite	Rush Bolt Locker room	Packaged in small bottles	Vapors inhaled	
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluids	Vapors inhaled	
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapors inhaled	

Drug Facts, Part II

Substance	Street Names	Appearance	Usage	Comments
Cocaine	Coke Snow Flake Blow	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages Injected Smoked	Cocaine is a commonly abused substance with some legitimate uses. Sniffing cocaine can cause ulcers in the nasal passage. Injecting cocaine with contaminated syringes can cause AIDS, hepatitis, and other serious diseases.
Crack or cocaine	Crack Freebase rocks Rock	Light brown or beige pellets--or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked	Crack or freebase rock is extremely addictive. The use of cocaine in any form can result in heart attack or respiratory failure.
Amphetamines	Speed Uppers Pep Pills Benzedrine (Bennies) Dexedrine (Dexies) Biphetamine (Black Beauties)	Capsules Pills Tablets	Taken orally Injected Inhaled through nasal passages	Amphetamines can be prescription drugs or made in illegal labs. Users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. An amphetamine injection can result in stroke, very high fever, or heart failure.
Barbiturates	Downers Reds Yellows Nembutal Seconal Amytal Tuinals	Capsules, usually red, yellow, blue, or red/blue	Taken orally	Barbiturates are prescription drugs. If abused in very large doses, depressants can cause respiratory depression, coma, and death. Use can lead to both psychological and physical dependence.
Heroin	Smack Horse Junk	Powder, white to dark brown Tar-like substance	Injected Inhaled through nasal passages Smoked	Heroin is an illegal substance. Tolerance develops rapidly and dependence is likely. Use of contaminated syringes may result in diseases such as AIDS and hepatitis.
Phencyclidine	PCP Angel Dust Hog Loveboat	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked	Phencyclidine (PCP) interrupts the functions of the section of the brain that controls the intellect. Large doses may produce convulsions, coma, and heart and lung failure.
Lysergic Acid Diethylamide	LSD Acid	Brightly colored tablets Impregnated blotter paper Thin squares of gelatin Clear liquid	Taken orally Licked off paper Gelatin and liquid	Lysergic acid (LSD) is an illegal substance and can cause increased heart rate, loss of appetite, sleeplessness, and tremors. Users may experience panic, confusion, anxiety, and loss of control.
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown disks Tablets Capsules	Disks--chewed, swallowed, or smoked Tablets and capsules--taken orally	Mescaline and peyote are illegal substances which can cause illusions and hallucinations. A user may have serious psychological reaction to either of these substances.
Psilocybin	Magic mushrooms Mushrooms	Fresh or dried mushrooms	Chewed and swallowed	Psilocybin is an illegal substance. As with all hallucinogens, users may experience delayed effects, or flashbacks after use has ceased.

Drug Facts, Part III

Substance	Street Names	Appearance	Usage	Comments
Designer Drugs				
In order to circumvent, or get around, legal restrictions on chemical formulas for legal drugs, underground chemists modify the molecular structure of illegal drugs to produce analogs known as designer drugs. These substances can be several hundred times stronger than the drugs they are designed to imitate.				
Analogs of Phencyclidine (PCP)	PCPy PCE	White powder	Taken orally Injected Smoked	This PCP analog can cause delusions, hallucinations, and impaired perception.
Analogs of Amphetamines and Methamphetamines (Hallucinogens)	Ecstasy MDM STP PMA	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages	These analogs can cause nausea, blurred vision, chills or sweating, and faintness. Even one dose can cause brain damage.
Analogs of Fentanyl and Meperidine (Narcotic)	Synthetic Heroin China White MPTP MPPP	White powder often resembling heroin	Inhaled through nasal passages Injected	The narcotic analogs can cause symptoms such as those seen in Parkinson's Disease: uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage.
Prescription or Controlled Substances				
Stimulants	Amphetamine Ritalin Cylert Voranil Sandrex	Pills Capsules Tablets	Taken orally Injected	Using large amounts of stimulants over a long period of time can cause hallucinations, delusions, and paranoia.
Tranquilizers	Valium Librium Equanil Miltown	Tablets Capsules	Taken orally	The use of depressants can cause both physical and psychological dependence.
Methaqualone	Quaaludes Ludes Sopors	Tablets	Taken orally	Larger doses can produce slurred speech, staggering gait, and altered perception.

Over-the-counter substances are often mistakenly considered safe because they are sold without prescription. The over-use of many of these substances can produce strong side effects, especially when they are combined with alcohol or other drugs. Even caffeine-based substances, such as anti-fatigue products, can cause behavioral changes such as anxiety and restlessness. Children should be supervised by a responsible adult whenever taking any medication.

Anabolic steroids are a group of powerful compounds closely related to the hormone testosterone. Legitimate medical uses are limited to certain kinds of anemia, severe burns, and some types of breast cancer. Users subject themselves to more than 70 side effects ranging from acne to liver cancer, including some psychological reactions. The cardiovascular and reproductive systems and the liver are most seriously affected by steroid use. Steroids are available orally as tablets, capsules, or liquids.

Positive Reinforcement

Activity #5

In the lower grades, the GUS program encourages teachers to use positive reinforcement in a structured manner. Teachers are asked to make a conscious effort to say something positive to each child in the classroom during a specific period of time. This technique places the responsibility on teachers while children are too young to provide peer support. Beginning in fourth grade, that responsibility is shifted to the students. Teachers remain significant others in the lives of their students, but peer support becomes increasingly more important by the start of fifth grade.

Although the teacher still sets the tone for a classroom, students should be encouraged to give peer support for socially acceptable behavior and academic accomplishments. Methods for encouraging peer support are listed below.

1. If you use cooperative learning groups, have one person in each group write a positive comment about each of the other group members during a specific time period. Depending on the size of the group, you might assign the task for one day or several days. Rotate the assignment until each student has completed a list. Critique the list for students so they will know whether the comments they have written are indeed positive. Working hard and trying are as important as succeeding when someone is learning a new task.

2. Explain the concept of Space Explorers Awards. Encourage the students to nominate classmates for the awards. Each award requires a specific incident or documentation so the awards will not become a popularity contest.

3. During club meetings, have the students give peer support to each other by making positive comments about progress or success. Students could mention someone who helped them or someone who showed special courtesy toward another person.

4. When family conferences or open houses are given by your school, talk to parents about peer support through positive comments. Everyone would benefit by the spread of positive comments from school to home.

Life Skills Development

Activity #6

Without extensive practice in decision-making, students may have difficulty in making good choices. Although early childhood is the ideal time to learn decision-making, fifth and sixth graders may have had limited opportunities to exercise personal choice. An additional complication is that fifth and sixth graders are old enough to consider the needs of the group as well as the needs of individuals in the choices they make.

Procedure:

1. Give your students a situation in which decision-making has individual and group consequences. For example, if a student went to a party where beer was being served, what choices would that student have?

2. Ask the students to think of as many different choices as possible and write them on a piece of paper. Tell the students to think of all possible options, not just "good" choices. Some obvious choices are to go home, stay at the party and not drink beer, stay at the party and drink beer, go home and tell your parents, ask your friends to leave with you, have a good time and not worry about it, or find another activity for that night.

3. Ask the students to share their choice options. A list can be written on the board with a student recording or you can write the list if you choose.

4. Ask the students to decide which of the choice options would constitute good decision-making.

5. What if drugs other than alcohol were being used at the party? Would the students' choices be different?

Alternative procedure:

1. The first procedure involved individual choices. Change the situation to one where four friends go to a party together. Should the four friends decide together what to do?

2. Ask your students to discuss the following aspects of group decision-making related to the alternative procedure stated above: Should the majority rule? What if two want to stay and two want to go? What if a student is the only one who wants to leave? Should the friends lie for the ones who want to stay?

3. There is no easy answer to this procedure. Students, however, need the practice in thinking about group decisions before they are faced with them on a regular basis.

Refusal Skills

Activity #7

Children need to practice refusal skills and peer support so they will be prepared if they are offered alcohol or other drugs. "Just Say No" is a catchy slogan but it does not qualify as a refusal skill. Children need to role play refusals and peer support as well as think about possible solutions to peer pressure. A hesitant refusal might provoke increased pressure while a strong refusal tends to stop an attempt to pressure a child.

Refusal Game

Make up several situations like the examples included below and have the children tell the class what GUS and GUSSIE or their friends should say or do. The children can role-play the GUS or GUSSIE characters or their friends until they are comfortable speaking as individuals. In order to keep the situations authentic, older children might be asked to write situations for your class.

Situation 1: A teenager approaches GUS and GUSSIE as they are walking home from school and invites them to a "party" where they can try drugs with the big kids. What should GUS say? What should GUSSIE say?

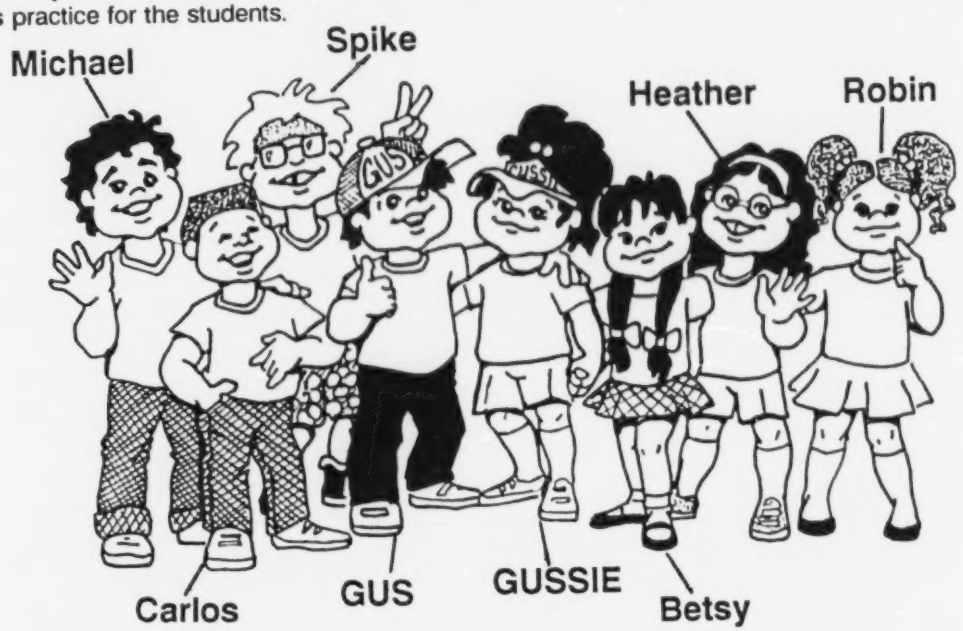
Situation 2: Carlos tells GUS that a man offered him $20 to deliver a bag to someone. Carlos wants the money but he is scared. What should GUS say to Carlos?

Situation 3: Heather and Robin see people with needles in the park. Later, they see needles thrown on the ground. One of their schoolmates wants to pick up the needles and take them to school. What should Heather and Robin say?

Situation 4: A new classmate invites GUS and GUSSIE and their friends to his house after school for a "beer bust". He tells them, "Don't be chicken; my parents won't be home for hours." What should the group say?

Role-playing

Children can help each other become assertive by role-playing and critiquing reactions to situations which require refusal skills. Each cooperative learning group or some other grouping of students can write little vignettes and role-play them for the class to critique. This activity helps children to think ahead and acquire skills they will need at a later time. If you live in an area where fifth and sixth graders are already at risk, the activity will provide assertiveness practice for the students.



Improvisational Theater for Cross-age Education

The use of improvisational theater (improv) methods in cross-age education exhibits a new trend in the release of ideas and exchanges with regard to problem areas that effect a child's life. Used frequently in prevention programming, the model described here has opened new doors of expression for youth experiencing the stress of family problems, school problems, substance abuse problems, and self-disclosure issues.

The format used in this type of improv is not traditional in that specific scenes or types of problems are not exhibited in skit formats. Rather, short descriptive formats are used to allow maximum freedom of expression by each child. This eliminates the need to be a good "actor" and focuses on the child's personal perception within each format. It is not as important for the child to act as it is to express his or her feelings about the issue identified.

Feeling Symphony

It has long been known that different perceptions exist with regard to expression of feelings. This format is designed to help children identify and exhibit different feelings. Start with five students.

1. Each child will approach the class with a statement designed to elicit feelings. For example, "Hi, my name is Joe. I just got all As on my report card. How do I feel?"

   The audience should respond with a stated feeling. For example, "Excited!"

   The child responds, "Excited . . . Thank you!" and then proceeds to an appointed place.

2. Four more children repeat this scenario using situations which involve different emotions.

3. When all five children have completed this process, appoint a conductor to conduct a feeling symphony using each child's assigned emotion as the instruments. An important point here is that the children must exhibit the emotions non-verbally. This elicits each child's perception of the assigned emotion. The conductor points to each child and the child performs non-verbally.

4. Following the "symphony", encourage the class to talk about the emotions that have been expressed.

Peel Off

This activity is designed to elicit single, powerful, non-verbal statements about a topic chosen by the class. In the following example the topic is substance abuse.

1. Have the children stand in single file. There is no limit to the number of children who may participate.

2. One at a time, each child will walk forward several steps and freeze in a pose appropriate to the non-verbal statement he or she wishes to make.

3. Making eye contact with the class, the child will make a short (two-second) statement about the topic. For example, "Beer is alcohol," or, "Drug abuse make me sick!"

4. Repeat the cycle, allowing each child two or three statements so that the focus on each individual expression of emotion about substance abuse becomes clear.

There are more than a dozen formats and the number that can be created is limitless. This method of improv lends itself to wide boundaries of expression and variations of form in which students can express themselves.

Cross-age Education

Activity #8

Using the improv concept or role playing, students in your classes would benefit from cross-age education. Either older students who have received improv training can work with your students on expressing emotion in socially acceptable ways, or your students can be trained to provide dramatic theater for younger children. The benefits of cross-age education are reciprocal.

Recommended topics for improv theater are situations which are common to your students. Refusal situations where students are offered drugs or dared to engage in dangerous behavior allow students to visualize presentation of self. It is important for students to see that they can look assertive or even brave while refusing to endanger themselves. If older students are going to present in your classroom, ask them to use situations which help prepare your students for becoming teenagers. If your students are presenting for the lower grades, have them brainstorm the situations to be they will use.

Children's Art

Half of a child's brain is right hemisphere and responds to visual, musical, and motion-oriented phenomena. Although it is popular to think of individuals as "right brain" or "left brain" dominant, both hemispheres need stimulation to create wholeness. Consequently, art has a necessary place in a classroom curriculum.

Children have a strong natural drive to use visual media. Art can become a personal language in which children are able to externalize and express feelings and provide balance for the cognitive development process.

It is not necessary for a teacher to be artistically gifted in order to provide art experiences for students. It is not necessary for a student to be artistically gifted to benefit from an art activity. Encouragement of the creative process and time to create are sufficient for fostering continuation of children's art forms.

The following points should be discussed or relayed to your students.

1. Art is a way of speaking without words. Communicating with art allows feelings to be transmitted from the artist to the viewer.

2. Each child's artwork is important and should not be compared with that of another. Fifth and sixth graders might participate in poster contests or judged art shows, but classroom comparisons are usually counter-productive.

3. Respect for one's own creations and those of others is critical to the visual media process. Criticism or ridicule should not be tolerated.

4. Art does not need to be pictorial. Colors, shapes, or abstract drawings are expressive and communicate feelings. A career collage, for example, could include symbols from various professions or representative firms.

5. Research indicates that third graders are especially vulnerable to developmental blocks in art. As children begin to notice the visual disparity between a creation and an actual object, they may become discouraged or devalue their art. Encouragement is particularly important for fifth and sixth graders who may be "blocked" from earlier years.

6. Art is a universal language. If you are able to expose your students to museum-quality art, you might note the different languages spoken by the artists.

7. In the right atmosphere, art becomes a stress management tool. The best assessment of a child's work is to find something you like and comment on it rather than assigning a grade.

Stress Management

Activity #9

The objectives of this activity are to prevent substance abuse through stress reduction and creative expression. Children often have a more stressful environment than adults realize. Not only are they learning and experiencing new ideas, concepts, and situations on a daily basis, but they are dependent on a variety of significant adults who may have their own stress overloads.

1. **Art and music:** choose a tape or record of relaxing music. Ask your students to talk about how the music makes them feel--peaceful, alert, happy, or sad. Encourage them to move with the music while sitting or standing at their desks or in a circle on the floor. Have the students choose the color they associate with the music and, with their eyes closed, make dots or small marks on paper. When they open their eyes, have them connect the dots together to make a picture of what they see in the pattern of dots. The end product may or may not be representative art. That is to say, the pictures may be recognizable or not. The objective is to experience creative expression from the feelings fostered by the music. This activity can be repeated with music from other countries, a change in tempo, or ethnic music, as available. If the students particularly enjoy the activity, it could be repeated for bad weather days and when a substitute teacher is necessary.

2. **Blank book journals:** children need an outlet for negative feelings that does not create a classroom distraction. A blank book journal is a series of blank pieces of paper, stapled together with a cover. Children can draw in them or write in them when the day is not going well. The journal is personal and intrusions should not be allowed. The students should learn to write in a personal code so anger toward another student (or the teacher) can be expressed without naming the person. A personal code helps to ensure privacy.

3. **Releasing test anxiety:** laughter is a great tension release. Permit your students to tell a joke before taking a test so everyone can laugh. Fifth and sixth graders are not always aware that jokes can have double meanings, so have the designated child tell you the joke before telling the class.

4. **Relaxation response:** teach the children to relax their bodies starting with their toes and working upward to their necks. Concentrate on relaxed toes first and then feet, ankles, arms, and necks. Standing up and pretending to be a rag doll is also helpful. Taking a deep breath and blowing it out slowly released tension as well.

5. **Stomping on bad feelings:** on a day when the class is having a difficult time, have all the students place their bad feelings on the floor, symbolically, and then jump up and down on them. Jumping burns off excessive adrenaline and also makes everyone laugh because the class looks so silly. At the close of a "bad day", the class could get rid of the day that way so conflicts will not arise walking home or on the bus.

Expressing Emotion

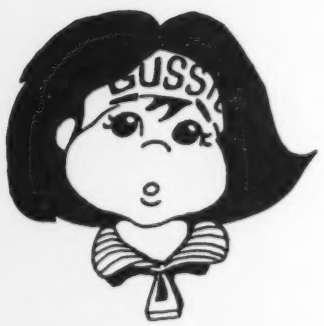
Activity #10

Emotion can be expressed in many acceptable ways, but the following list includes methods for expressing emotions which are compatible with a classroom setting. These are ways for students to express themselves in a creative manner while increasing their academic skills or while engaging in creative expression for their own pleasure.

1. Keeping a personal journal, as suggested in the stress reduction exercises, is a good way to express emotion in a socially acceptable manner. Creative writing (poems, short stories, parodies, plays and humorous pieces) is an outlet for release of emotions that can be continued throughout a lifetime.

2. Writing personal letters is an under-utilized art form. Have your students read personal letters from famous people so they will understand the significance of letters historically. Without letters, we would have less understanding of the lives of important people and their private opinions of the times in which they lived.

3. Students who do not enjoy writing or who have difficulty with the written word could keep an art journal. The purpose of an art journal is to record emotions by abstract drawings, colors, realistic or representational drawings and symbolic drawings.



Presentation of Self

Activity #11

The dramatalurgical model of society suggests that we all have a variety of "faces" that we show to others, depending on the situation. A person who understands this concept can use presentation of self for impression management. The language that we use to describe our impact on others indicates that most people accept the concept of impression management. For example, one often hears the advice, "act confident," or "put your best face forward," or even "act tough." Presentation of self may vary greatly from being the baby at home to being a student leader at school to acting silly with friends. All of those presentations of self are the same person.

Early use of tobacco and alcohol is often predicated on impression management. Students report that they wanted to accepted by older teens or that they did not want to appear afraid to try what they were offered. The need to belong plays a powerful role in impression management and non-verbal communication becomes very important to students. The following activity is intended to give students practical ways to handle impression management while not using alcohol or other drugs. An important point to make is that everyone is uncomfortable, at least part of the time, and that discomfort can be modified by understanding presentation of self.

1. Improv theater is a good introduction to presentation of self because it involves non-verbal communication. Using the format of having five students interpret the image, ask the class to watch each student show what it looks like to be "cool" (or whatever expression your students use). You can either choose some self-confident students to begin this activity or ask for volunteers.

2. Using other images, allow all the students to participate if they choose to do so. Eventually, all students can be coaxed to participate. The class could make suggestions as to which image the five people should exhibit.

3. Have the students exhibit opposite images in the next round. For example, out-going and shy or tough and afraid are opposites that students can relate to easily.

4. When this activity has been repeated enough times to ensure that students understand the concept of presentation of self, have them write about impression management. Although you can be flexible about the format, having them write "advice" to younger students is one method. Now that your students are beginning to understand the relationship between their presentation of self and the way others treat them, they can use that information to tell younger children how to use impression management. This is a cross-age education activity in which the "teachers" clarify their own thoughts by teaching the concept to younger children.

5. If you have students' work that you want to share with others, please send a copy to the Center for Child and Family Development (you will find the address on the front cover of this guide) and you will receive classroom accessories from CCFD for your contribution.

"How I present myself

makes a difference

in the way others see me."

Personal Safety

Activity #12

In order to make good choices, students must have good information. Each year millions of children are injured in major or minor accidents at school, at home, or while playing. Students need to know that accidents can be prevented. Personal safety is an activity which can be presented to your class on an ongoing basis throughout the school year. Most communities have a variety of organizations which can be contacted to make short presentations on personal safety. Below are several personal safety categories along with suggestions on how to address them. Community representatives become positive role models for the children as they provide important information about becoming a safe person.

Safe at Home

State university extension programs often present short programs on safety in the home including hints on how to deal promptly with emergencies. The students could write a story or draw a picture about how their homes are made safe against accidents, for example, smoke alarms, storage of cleaning supplies and medicines, and poison prevention.

State poison control centers provide programs on poison safety. Ask your students to make a list of potentially dangerous poisons in and around their school or home. Household cleaning supplies often contain hazardous ingredients if ingested or mixed with others.

First aid is usually taught by Red Cross volunteers but older Scouts may be qualified to teach basic first aid to your students. The minimum skill level needed for children to be "safe" includes mastering the Heimlich maneuver, dressing cuts and scrapes, pressure points for cessation of bleeding, handling burns, and temporary treatment of sprains and broken bones. Although most fifth and sixth graders do not have the lung capacity necessary for CPR, an introduction to the techniques could be useful.

Safe from AIDS

Your state or local Health Department or in some states, Mental Health Department, can provide age-appropriate information about AIDS. Misinformation may cause phobic reactions, increase stress, and leave children unprotected. Even if you utilize an AIDS curriculum, a community representative might enhance a free exchange of fears for information. The emphasis for fifth and sixth graders should be on the dangers of touching discarded needles and the need to inform adults when used syringes are found.

Fire Safety

Contact your local fire department to request a program on fire safety for your class. Most fire safety programs include discussions on how to plan emergency exit routes from the home. Many fire departments will arrange for children to see a fireman fully equipped in protective clothing. This acquaints children with the odd appearance of a fire fighter during an emergency and assures them that firemen are their friends. Have your students plan emergency escape routes from their classroom or homes, including back-up plans in case the halls should be smoke-filled or blocked. Your students might also draw pictures of fully equipped firemen with their truck.

Safety on Wheels

Most law enforcement agencies will be happy to present a program on *bicycle* safety, including care and maintenance of a bicycle, traffic regulations, and the advisability of wearing protective gear. This unit could also include information on *roller skating and skateboard safety.* Have your students draw a picture or write a story about bicycle safety, with special emphasis on proper hand signals when bicycling in traffic. Plan a time for practicing bicycle safety in the school yard. Discuss the need for protective gear when using a skateboard.

Water Safety

The Red Cross provides water safety information for swimmers. Even young children can learn the basics of water rescue as an infant can drown in a few inches of water--in the bathtub or a child's inflatable pool. Knowledge of water safety rules such as swimming with a "buddy" and avoiding swollen streams might save a child's life.

Gun Safety

Your local police or sheriff's department can present a program on gun safety. In some states the Wildlife Commission has gun safety materials suitable for children. Afterwards, your students could write a story or draw a picture about gun safety. Where do guns belong? Is an unloaded gun safe? Children have shot their playmates, thinking a real gun was a toy. *Guns and children do not mix.*

Traffic Safety

Boy Scouts earn a safety merit badge for learning safety and might be a good source for a short presentation. Police departments or the Highway Patrol might provide a presentation on pedestrian and car passenger safety. Using seat belts should be emphasized.

Sample Activity

Gun Safety

It has become a frequent occurrence for a child to find a gun kept hidden in the home and accidently shoot a friend or relative. Children must be taught never to touch a gun or to point it at someone. It is important to teach children what to do if they encounter guns at a friend's house. They should not touch the gun and they should tell their friend to leave it alone. If the friend persists in playing with the weapon, the child should leave the house *immediately* and tell an adult what is happening. A child should never attempt to take a gun away from a friend.

Guns and children do not mix. Accidental deaths caused by the possession of guns in the home are four times more numerous than those caused by robbers.

Problem-solving for Students:

1. What would you do if you found a gun in someone's home?
2. What would you do if your friend wants to play with a gun?
3. How would you know the difference between a real gun and a toy?

Social Policy

Activity #13

Social policy involves both the written norms (laws and city ordinances) and the social customs or what actually takes place. Sometimes students receive a double message from the difference between laws and social custom. They may know that minors are not allowed to purchase alcoholic beverages but also know places where teenagers can buy beer if they wish. In some communities, drinking parties are hosted by parents in an effort to be "realistic" about teens and alcohol. The message that students receive from that social policy may be that adults say we should not drink but they really expect that we will.

In order to understand social policy, your students should participate in the following activity.

1. Have a local law enforcement officer or lawyer tell your class about local laws that prohibit the sale of alcohol or tobacco to minors and that prohibit possession of alcohol and other drugs. Students should be encouraged to ask questions about the origins of the laws and how they are enforced.

2. From your students' perspective, compare the laws with how alcohol and tobacco are actually used in your community. Do they know about regular usage by teens or is it common knowledge that high students have beer parties on the weekend? Are there particular places (they do not need to be named) where minors can purchase or drink alcohol?

3. If your students perceive conflict between the written norms (laws and ordinances) and actual use, have them make suggestions for changing social policy. If it is unlawful and unhealthy for minors to consume alcohol or use tobacco, how could the social policy be changed to support prevention of substance abuse? What could students do? What could families do? What could voters do? What could law enforcement and judges do?

Fifth and sixth grade students are not too young to understand social policy and how it might effect their lives. Let your students feel some ownership in comprehensive prevention strategies.

Setting Personal Standards

Activity #14

Good physical health is critical to good mental health. Understanding and practicing good nutrition as well as developing positive habits are essential to promoting mental wellness at any age. Fifth and sixth grade students are likely to follow the example of role models than advice they are given. It is important, therefore that students give some thought to who their role models are and try to choose ones they wish to emulate.

The following activity should help students decide who they admire and whether they really want to emulate that person.

1. Have the students make a list of three to five people that they admire. How many of the people they have listed are known to them and how many are celebrities?

2. Ask the students to write the reason they admire a person by that person's name. The students can add descriptive qualities about the each person until you ask them to stop.

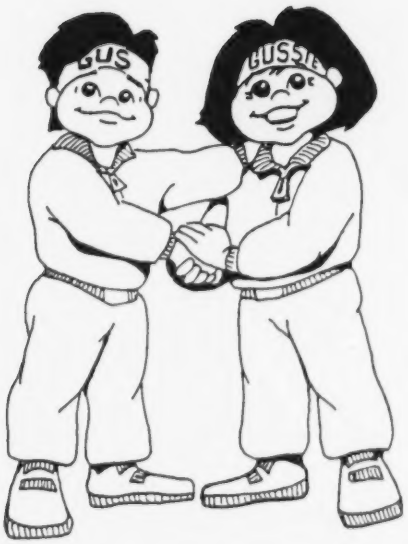
3. Have the students turn their papers over and write a paragraph about who they would like to be when they grow. Ask them to write descriptively so the qualities they would like to possess are obvious.

4. Ask the students to count how many qualities they would like to have as an adult that were present in the people they admire. Ask them to write the numbers on the front of their papers.

5. Ask the students to tell the class how many qualities matched. If students are willing, let them share the names of the people they admire with the class.

The point of this activity is that students should choose role models carefully because role models seem to have a strong effect on personal standards and development. Choosing role models who have positive qualities is a reflection of an individual's personal standards. If you wish to do so, it might interesting for the class to hear who your role models were when you were their age as well as who you admire now.

IV. Resources



Books and Resources

This compilation of books and resources will assist in your efforts to provide the best possible environment for children while working more effectively with their families. If families request books on sensitive subjects or special interests, the following books might be recommended.

Children's Books

Adventures in the Solar System. Stunning illustrations and an accompanying audio cassette accompany this story of a nine-year-old, his robot, and his android as they explore the solar system.

Allison, Alida. *The Children's Manners Book.* Examples of caring and thoughtfulness help children understand the need for mannerly behavior.

Babbit, Natalie. *Tuck Everlasting.* Children will be intrigued by this thought-provoking fantasy about a family who has tasted the waters of the "fountain of youth."

Barton, Byron. *I Want To Be An Astronaut.* Bold illustrations introduce space travel to the young child.

Brown, Laurene K. and Marc Brown. *Dinosaur's Divorce.* Children will find answers to some of their questions about life after divorce.

Charles, Donald. *Fat, Fat Calico Cat.* After suffering from eating the wrong kinds of foods, Calico Cat discovers the benefits of a proper diet.

Clifton, Lucille. illus. by Ann Grifalconi. *Everett Anderson's Goodbye.* Everett Anderson has a difficult time coming to terms with his father's death.

Combs, Ann. illus. by J.J. Smith-Moore. *How Old Is Old?* Alistair's grandfather demonstrates that old is a relative concept.

Eco, Umberto and Eugenio Carmi. *The Three Astronauts.* In a race to Mars, three astronauts, an American, a Russian, and a Chinese, all arrive at the same time and are drawn together in the loneliness.

Esbenson, Barbara Juster. illus. by Helen K. Davis. *The Star Maiden.* This version of an *Objiway* legend tells of the Star Maiden who longs to come to Earth and live among the people.

Fleischman, Paul. illus. by Eric Beddows. *Joyful Noise.* Remarkable versus designed to be read alternately aloud by two people.

George, Jean. *My Side of the Mountain.* A story of a boy's efforts to survive in the wilderness.

Handford, Martin. *Find Waldo Now.* This unusual game book follows Waldo as he travel through time to visit cavemen, ancient Egyptians, Vikings, Romans, Aztecs, and many more.

Hatchett, Clint. illus. by Stephen Marchesi. *The Glow in the Dark Night Sky Book.* Maps, painted to glow after exposure to light, detail the constellations for each season in the northern hemisphere.

Hoffman, Mary and Joanna Burroughs. *My Grandma Has Black Hair.* Sylvia's granddaughter learns that her grandma is very special---and different.

Konigsburg, E.H. *From the Mixed-up Files of Mrs. Basil E. Frankweiler.* A statue whose creator is a mystery is the focus of this adventure story.

L'Engle, Madeleine. *The Time Trilogy.* Three youngsters, searching for their missing father, are spirited away to outer space. Three books include *A Wrinkle in Time, A Wind in the Door* and *A Swiftly Tilting Planet.*

Munsch, Robert. illus. by Michael Martechenko. *Paperbag Princess.* The clever princess outsmarts the dragon and rescues her prince.

Murphy, Joanne Brissan. *Feelings.* This book portrays the basic human emotions experienced by all children.

O'Brien, Robert C. *Mrs. Frisby and the Rats of NIMH.* A thought-provoking and enjoyable tale of fantasy and science fiction.

Paterson, Katherine. *The Great Gilly Hopkins.* A foster child longs for a home and finds it where she least expects it in this sensitive book.

Paterson, Katherine. *Jacob Have I Loved.* A young woman's initiation into adulthood,

Polacco, Patricia. *The Keeping Quilt.* Ms. Polacco tells the story of her own family and the quilt that remains a symbol of their enduring love and faith.

Spier, Peter. *Dreams.* Share the imaginative fantasies of two children as they enjoy the spell of a warm summer day.

Steptoe, John. *Mufaro's Beautiful Daughters.* Children will enjoy the Cinderella outcome of this modern African fable.

Taylor, Mildred D. *Roll of Thunder, Hear My Cry.* A powerful story of a family's struggle to maintain independence, integrity, and pride amidst racial discrimination.

Warner, Gertrude Chandler. *The Boxcar Children Books.* Suitable for reading aloud, this series will appeal to adventurous 11-year-old readers. Set includes *The Boxcar Children, Surprise Island,* and *The Yellow House Mystery.*

Zolotow, Charlotte. *A Tiger Called Thomas.* Gentle story reassures children that making friends isn't as hard as it seems.

Cooperative Learning

Aronson, E. *The Jigsaw Classroom.* 1978. Beverly Hills, CA: Sage Publications.

Cohen, E. *Designing Groupwork.* 1986. New York: Teachers College Press.

Dishon, D. and P. O'Leary. *A Guidebook for Cooperative Learning.* 1984. Holmes Beach, FL: Learning Publications.

Glasser, W. *Control Theory in the Classroom.* 1986. New York: Harper & Row.

Johnson, D.W. and F. Johnson. *Joining Together: Group Theory and Group Skills.* 1986. Englewood Cliffs, NJ: Prentice-Hall.

Johnson, D.W. and R. Johnson. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning.* 1986. Englewood Cliffs, NJ: Prentice-Hall.

Johnson, D.W. and R. Johnson. *Creative Conflict.* 1987. Edina, MN: Interaction Book Company.

Johnson, David and Roger Johnson. *Cooperation in the Classroom.* 1985. Structuring classrooms in a cooperative goal setting, where students are interested in each other's learning.

Johnson, David, Roger Johnson and Edythe Johnson Holubec. *Circles of Learning* (revised and expanded second edition). A guide for educators in the concept of cooperative learning, the stages teachers use in implementing it, and methods of employment in supervising its use by teachers.

Johnson, Roger, David Johnson and Edythe Johnson Holubec, editors. *Structuring Cooperative Learning: Lesson Plans for Teachers.* 1987. Original lessons from network teachers across the U.S. and Canada, providing samples for all grade levels and subject areas.

Johnson, David and Roger Johnson, editors. *Cooperative Learning: Warm-Ups, Grouping Strategies and Group Activities.* A variety of activities designed to help training participants make contact with each other, to put students into cooperative groups, and to focus on collaborative skills.

Kagan, S. *Cooperative Learning: Resources for Teachers.* 1988. Laguna Niguel, CA: Resources for Teachers.

Kohn, A. *No Contest.* 1986. Boston: Houghton Mifflin.

Male, M., R. Johnson, D. Johnson, and M. Anderson. *Cooperative Learning and Computers: An Activity Guide for Teachers.* 1988. Santa Cruz, CA: Educational Apple-cations.

Orlick, T. *Cooperative Sports and Games Book.* 1982. New York: Pantheon.

Pepitone, E. *Children in Cooperation and Competition.* 1980. Lexington, MA: Lexington Books.

Rhoades, J. and M. McCabe. *Simple Cooperation in the Classroom.* 1985. Willits, CA: ITA Publications.

Schmuck, R. and P. Schmuck. *Group Processes in the Classroom.* 1983. Dubuque, Iowa: Wm. C. Brown.

Schniedewind, N. and E. Davidson. *Cooperative Learning, Cooperative Lives.* 1987. Dubuque, Iowa: Wm. C. Brown.

Sharan, S. and Y. Sharan. *Small-Group Teaching.* 1976. Englewood Cliffs, NJ: Educational Technology Publications.

Slavin, R. *Cooperative Learning.* 1983. New York: Longman.

Slavin, R. *Using Student Team Learning.* 1986. Baltimore, MD: Center for Research on Elementary and Middle Schools, Johns Hopkins University.

Slavin, R., S. Sharan, S. Kagan, R. Lazarowitz, C. Webb and R. Schmuck (Eds.). *Learning to Cooperate, Cooperating to Learn.* 1985. New York: Plenum.

Winget, P. (Ed.) *Integrating the Core Curriculum through Cooperative Learning: Lesson Plans for Teachers.* 1987. Sacramento, CA: California State Department of Education.

Books for Parents

Berends, Polly Berrien. *Whole Child/Whole Parent.* Offers a simple perspective that will change views on parenting.

Greenspan, Stanley, M.D. and Nancy Thorndike Greenspan. *The Essential Partnership.* Methods for turning problems into challenges to create better, stronger family relationships.

Trelease, Jim. *The Read Aloud Handbook.* An approachable, no-nonsense guide to stimulating a child's interest in books through reading aloud.

U.S. Department of Education. *Becoming a Nation of Readers: What Parents Can Do.* A brochure full of practical advice delivered in a reassuring way.

Prevention Technology Resources

*Drug-Free Schools and Communities Centers

Northeast Regional Center
12 Overton Avenue
Sayville, NY 11782-0403
(516)589-7022

Southeast Regional Center
100 Edgewood Avenue
Suite 1110
Atlanta, GA 30303
(404)688-9227

Midwest Regional Center
2001 N. Clybourn
Suite 302
Chicago, IL 60614
(312)883-8888

Southwest Regional Center
555 E. Constitution Street
Norman, OK 73037
(405)325-1454

Western Regional Center
101 S.W. Main Street, Suite 500
Portland, OR 97204
(503)275-9479
(800)547-6339 (outside Oregon)

Center for Child and Family Development
Continuing Education and Public Service
The University of Oklahoma
555 E. Constitution Street
Suite 221
Norman, OK 73037
(405)325-1446

Oklahoma Federation of Parents
815 South Denver
Suite 103
Tulsa, OK 74119
(918)742-2288

National Federation of Parents
Communication Center
1423 N. Jefferson
Springfield, MO 65802
(417)836-2709

National Prevention Implementation Program
8201 Greensboro Drive, Suite 600
McLean, VA 22102
(703)556-0212

Office for Substance Abuse Prevention
Rockwall II
5515 Security Lane, Ninth Floor
Rockville, MD 20852
(301)443-0365

National Clearinghouse for Alcohol
Information (NCALI)
P.O. Box 2345
Rockville, MD 20852
(301)468-2600

The National PTA
700 North Rush Street
Chicago, IL 60611
(312)787-0977

National Institute on Drug Abuse (NIDA)
5600 Fishers Lane
Rockville, MD 20857
(301)443-6500
(800)638-2045

*At the time GUS 5-6 was printed it appeared that some of the regional centers had changed. Contact the Southwest Regional Center for an updated list.

Oklahoma State Department of Mental Health and Substance Abuse Services
Prevention Section
P.O. Box 53277
Oklahoma City, OK 73105
(405)271-8755

Area Prevention Resource Center - Ardmore
Mental Health Center of Southern Oklahoma
2530 S. Commerce, Building A
Ardmore, OK 73401
(405)223-8455
Counties served: Seminole, Pontotoc, Garvin, Murray, Johnston, Bryan, Marshall, Love, Carter

Area Prevention Resource Center - Bartlesville
The Alcohol and Drug Center, Inc.
4100 Adams Road
Suite F-200
Bartlesville, OK 74006
(918)335-2323
Counties served: Washington, Nowata, Rogers, Craig, Mayes, Ottawa, Deleware

Area Prevention Resource Center - Clinton
New Horizons Mental Health Center
90 North 31st
Clinton, OK 73601
(405)323-6021
Counties served: Beckham, Roger Mills, Blaine, Dewey, Custer, Washita, Kiowa, Greer

Area Prevention Resource Center - Enid
Wheatland Mental Health Center
P.O. Box 5348
Enid, OK 73702
(405)242-3638
Counties served: Grant, Garfield, Kingfisher, Logan

Area Prevention Resource Center - Guymon
Panhandle Treatment Center
P.O. Box 1739
1004 Highway 54 N.E.
Guymon, OK 73942
(405)338-7259
Counties served: Cimarron, Texas, Beaver, Harper, Woods, Alfalfa, Major, Woodward, Ellis

Area Prevention Resource Center - Idabel
McCurtain County Co-op
County Superintendent's Office
Courthouse
Idabel, OK 74745
(405)286-5482
Counties served: McCurtain, LeFlore, Choctaw, Atoka, Pushmataha

Area Prevention Resource Center - Lawton
Commanche County Memorial Hospital
116 N.W. 31st Street
Lawton, OK 73502
(405)355-5246
Counties served: Caddo, Commanche, Stephens, Jefferson, Cotton, Tillman, Jackson, Harmon

Area Prevention Resource Center - McAlester
The Oaks Rehabilitative Services
628 E. Creek
P.O. Box 1404
McAlester, OK 74502
(918)582-1972
Counties served: Hughs, Pittsburg, Haskell, Latimer, Coal

Area Prevention Resource Center - Muskogee
Green Country Mental Health Center, Inc.
619 North Main Street
Muskogee, OK 74401
(918)682-8407
Counties served: Muskogee, MacIntosh

Area Prevention Resource Center - Norman
Norman Alcohol Information Center, Inc.
209 W. Duffy
Norman, OK 73069
(405)321-6446
Counties served: Cleveland, McClain

Area Prevention Resource Center - Oklahoma City
Eagle Ridge Institute, Inc.
4801 N. Classen, Suite 110
Oklahoma City, OK 73118
(405)840-1359
Counties served: Oklahoma

Area Prevention Resource Center - Oklahoma City
A Chance to Change Foundation
5228 N. Classen Blvd.
Oklahoma City, OK 73118
(405)840-9000
Counties served: Oklahoma

Area Prevention Resource Center - Shawnee
Gateway to Prevention and Recovery
429 N. Union
Shawnee, OK 74801
(405)275-3391
Counties served: Lincoln, Pottawatomie

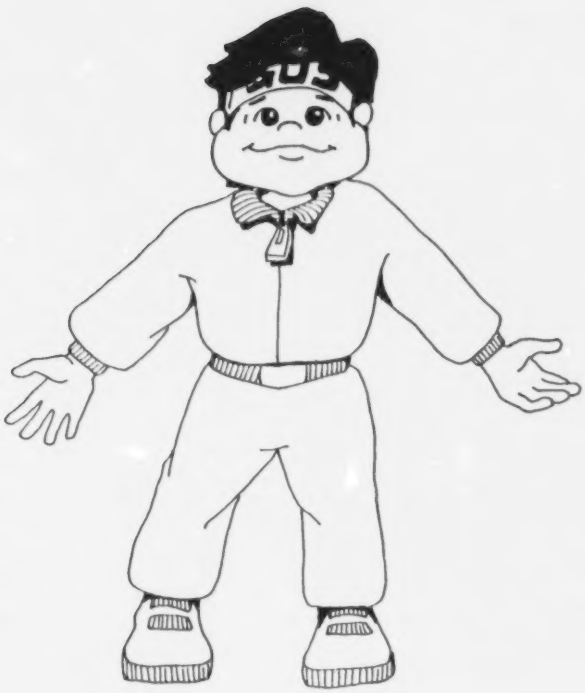
Area Prevention Resource Center - Tulsa
OSU College of Osteopathic Medicine
Area Health Education Center
1111 West 17th Street
Tulsa, OK 74107
(918)585-2772
Counties served: Tulsa

Satellite Area Prevention Resource Center
- Okmulgee
OSU College of Osteopathic Medicine
with CREOKS Mental Health Services, Inc.
Counties served: Creek, Okfuskee, Okmulgee

Satellite Area Prevention Resource Center
- Stillwater
OSU College of Osteopathic Medicine
Counties served: Kay, Payne, Osage, Pawnee, Noble

Area Prevention Resource Center - Tulsa
Community Services Council of Tulsa
1430 S. Boulder
Tulsa, OK 74119
(918)585-5551
Counties served: Tulsa

V. Duplication Masters



Duplication Masters

Almost a Teenager

Be a Good Role Model

Healthy Bodies, Healthy Minds

Drug Facts, Not Fiction

Stress Management

Daydreaming Is an Important Activity

Space Explorers Club Membership Cards

Conquest of Space Award

Good Friend Award

Drug Facts, Part I

Drug Facts, Part II

Drug Facts, Part III

Drug Facts Examination for Fifth Graders

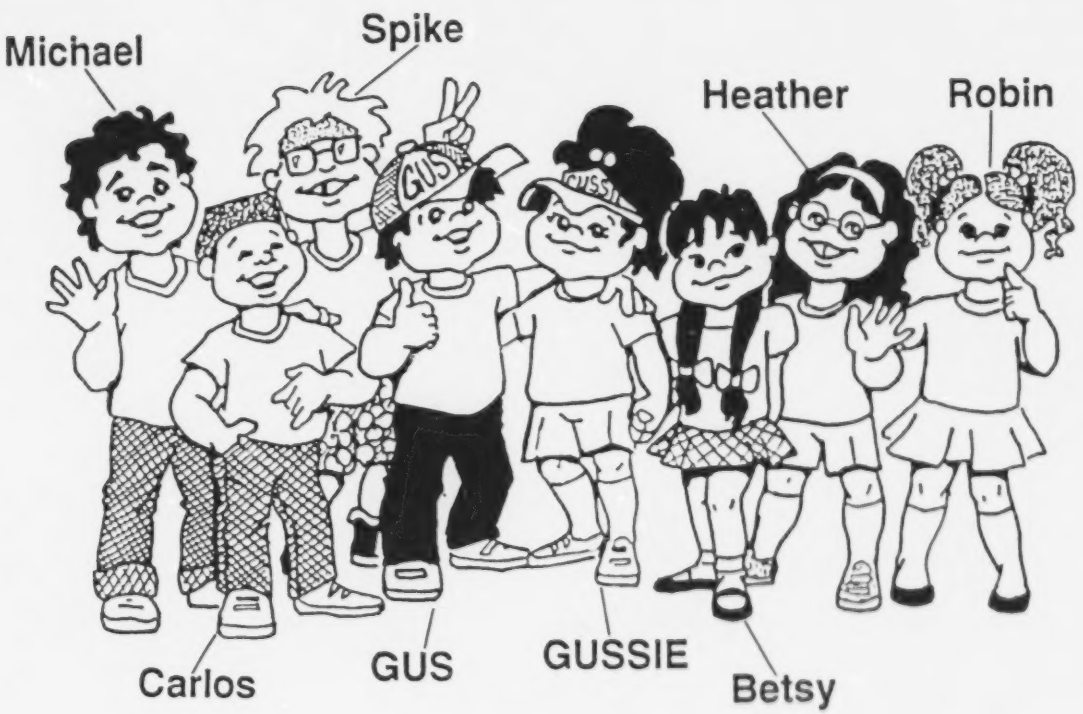
Drug Facts Examination for Sixth Graders

Notes

Notes

Almost a Teenager

Help your child learn to make friends and be a good friend. Getting along with others is a very important life skill.



A child who has difficulty making friends after entering fifth grade may be desperate for acceptance by the end of sixth grade. Children who appear to choose the "wrong" friends may be attaching themselves to the only children who will accept them. The price of acceptance might be poor performance in school, anti-social behavior, or drug use.

When your child makes friends, avoid criticizing them. A positive approach will be more effective. Praise qualities in the friends you approve of and try to make no comments on the others. Include your child's friends in family activities when possible.

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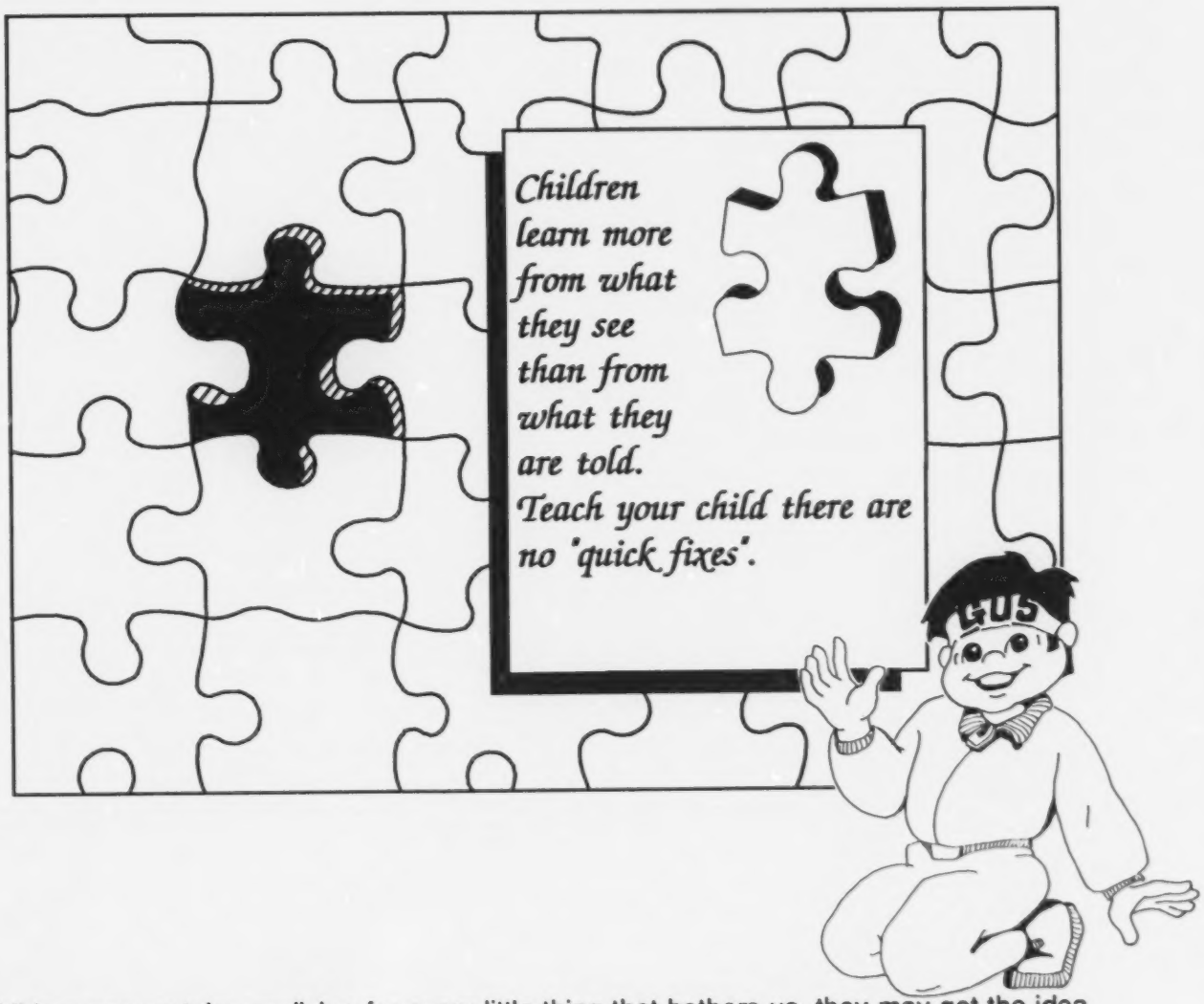
Be a Good Role Model



If children see us take medicine for every little thing that bothers us, they may get the idea that it is possible to fix every hurt that way. Television commercials tend to carry that message in order to market products.

This is also true of mental hurts--if we drink a beer, have a smoke, or take a pill whenever we are down, children get the idea that it is possible never to be down; that if you are feeling down you can take something to "fix" it quick.

Children need to know that being unhappy is a part of life, and there are better ways to feel good than using alcohol or other drugs. Talk it out, take a walk, or try solving the problem. There are also things we can do on a regular basis to keep ourselves feeling good: regular rest, exercise, eating properly, and *learning to get along with others.*

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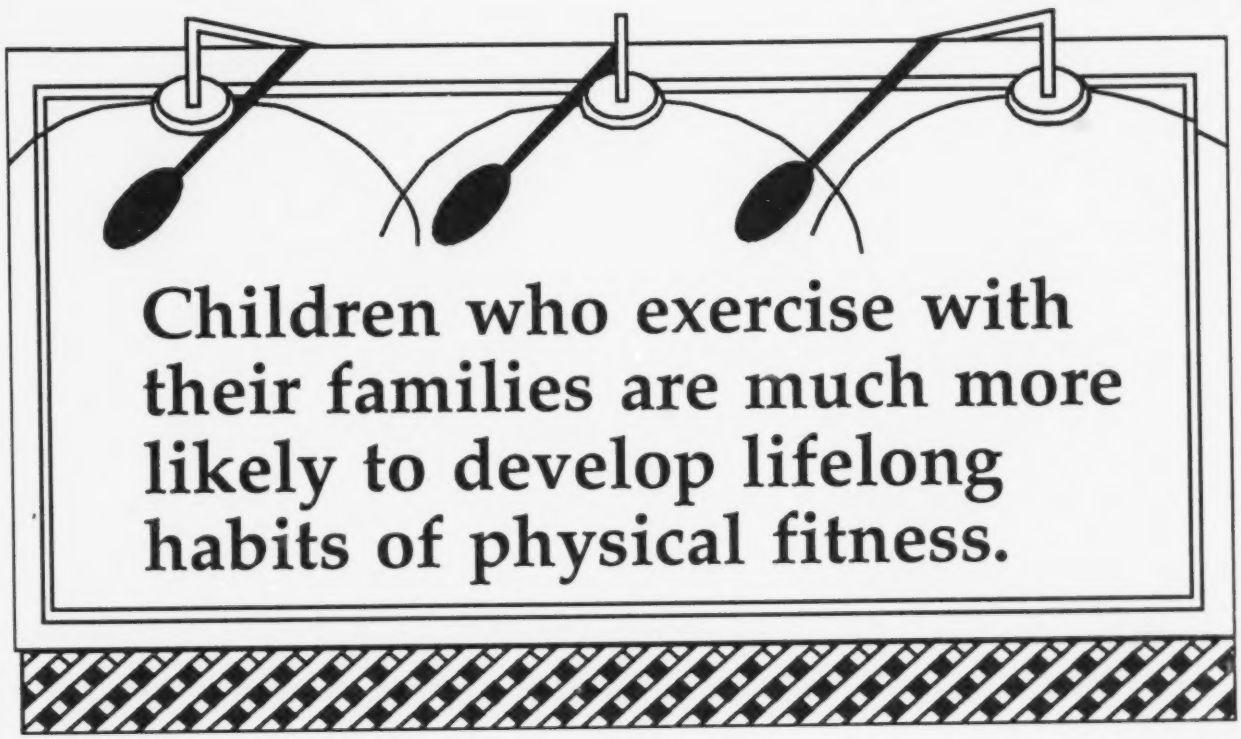

Healthy Bodies, Healthy Minds

Children who learn to take good care of themselves and their health are less likely to eat, drink, or take things which might be harmful. The best way to encourage children to have good health habits is for adults to set a good example. Getting healthy and staying healthy is a job that takes daily effort.

Plan ways to make these habits a regular part of your family's life:

- frequent exercise
- regular rest
- proper nutrition
- personal cleanliness
- proper tooth care
- plenty of laughter!

Do something just for fun at least once a week. Having fun is good for you! Laughing hard provides aerobic exercise for internal organs. A healthy body fosters a healthy mind.

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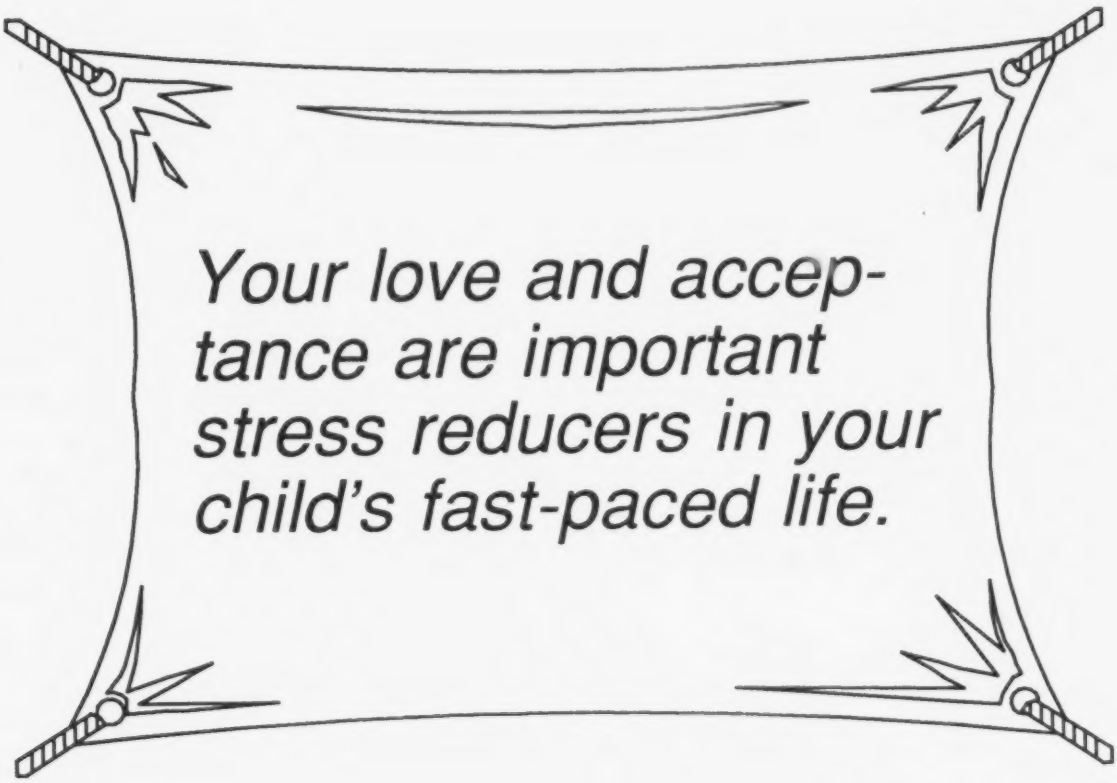
Stress Management



"Good" stress helps us perform better, think faster, and feel more creative. "Bad" stress causes anxiety, inability to think or learn, and interferes with performance. Children need help learning to reduce stress. Because drugs are often used to make a person "feel better" or "forget" troubles, stress management is an important prevention tool. It is important for your child to know he has your love and acceptance regardless of possible disapproval of his grades, behavior, choice of clothing, or friends.

Common signs of stress symptoms include:

- frequent headaches
- extreme fingernail biting
- frequent stomach aches
- loss of energy
- sleep-related problems
- worry about school performance
- unusually short tempers
- poor school performance

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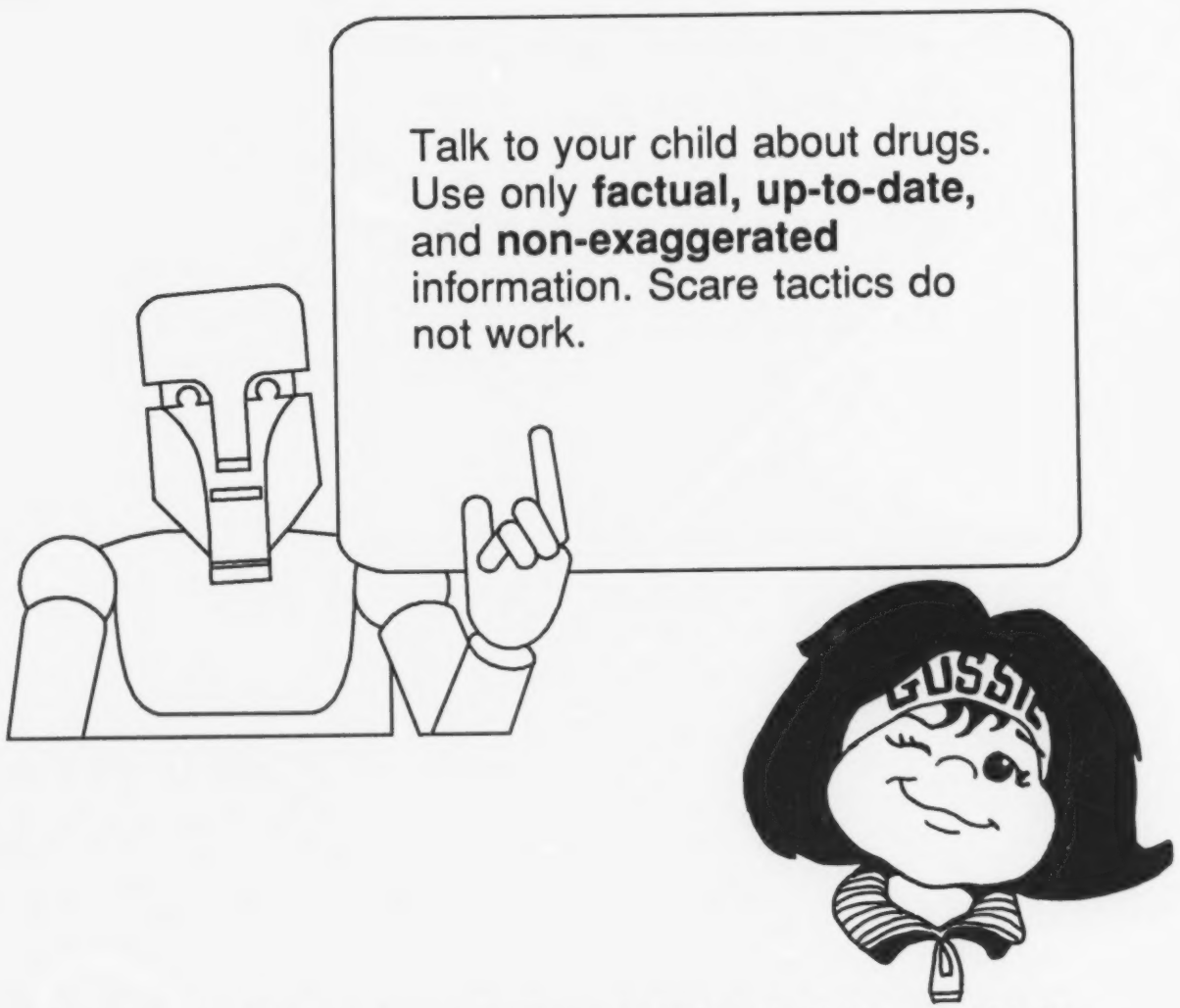
Drug Facts, Not Fiction


Talk to your child about drugs. Use only **factual, up-to-date,** and **non-exaggerated** information. Scare tactics do not work.
GUSSIE

GUS 5-6 Drug Facts will be sent home after they are used at school. Let your child show how much has been learned at school. Talk to your child about why people put dangerous things in their bodies.

Children are curious about what they see on television. Talk to your child about the drug messages on television shows. Let your child know that you do not approve of drug use and why. Make a distinction between illegal drugs and prescription medicine. Explain that prescribed drugs can be abused, especially in combination with alcohol.

Honest communication is the key to educating your child about drugs.

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Daydreaming Is an Important Activity

Do not be concerned if your pre-adolescent child withdraws into fantasy and daydreams. Although there are necessary times for children to pay attention, daydreaming is not only normal, it is critical to social/emotional development. Children use fantasy to prepare for future situations and to explore what they want to be when they grow up. Fantasy reduces stress when it is used to imagine various outcomes to new experiences. For example, a budding athlete might imagine winning or losing at a sports event and the social interaction which takes place afterward. Adults sometimes use fantasy to think of things "they could have said" after a disagreement or a negative encounter. Daydreaming is a less structured form of that type of adult fantasy.

Your child may need several hours of daydreaming daily while making the transition from child to teenager. Although the child has responsibilities to be met at home and school, the time spent daydreaming is not wasted. Dreamers have been the source of some of our most important inventions.

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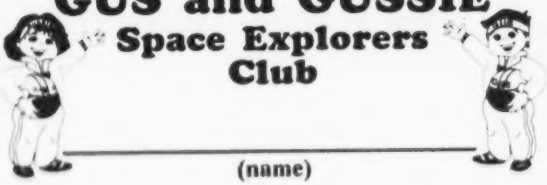
GUS and GUSSIE
Space Explorers Club



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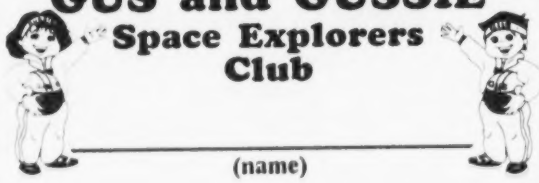
Official Membership

GUS and GUSSIE
Space Explorers Club



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Official Membership

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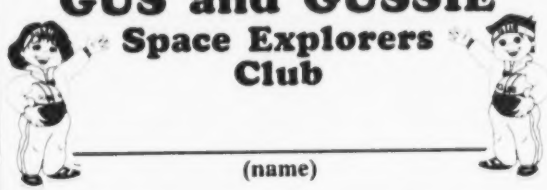
Space Explorers Club



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Official Membership

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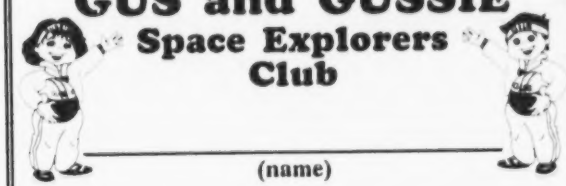
Space Explorers Club



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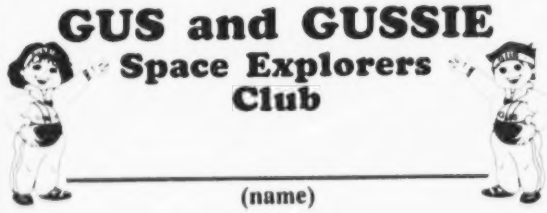
Space Explorers Club



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Official Membership

GUS and GUSSIE
Space Explorers Club

(name)

Official Membership

GUS and GUSSIE
Space Explorers Club

(name)

Official Membership

GUS and GUSSIE
Space Explorers Club

(name)

Official Membership

CONQUEST OF SPACE AWARD

_____
(name)

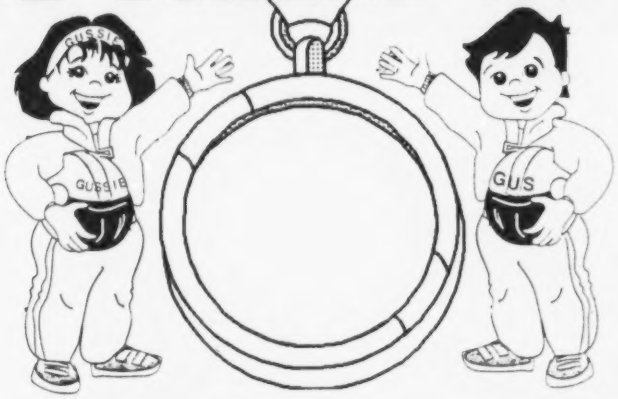
has shown exceptional merit
in behavior toward other people
in keeping with the rules established by

_____
(class)

_____
(school)

GUS and GUSSIE
Space Explorers Club

GOOD FRIEND AWARD



_____

(name)

has demonstrated the ability to be a good friend in keeping with the rules established by

_____

(class)

_____

(school)

GUS and GUSSIE

Space Explorers Club

Drug Facts, Part I

Substance	Street Names	Appearance	Usage	Comments
Alcohol	Booze Hooch Beer	Liquid	Generally taken as a drink.	Alcohol is a legal substance which is readily available. Alcohol is a drug, however, and any beverage containing alcohol is illegal and dangerous for children.
Tobacco	Cigarette Cigar Chew Snuff	Leafy, golden brown rolled into cigarettes or cigars; leafy, dark brown for chewing; and a white powder for sniffing	Smoked Chewed Sniffed	There is a myth that chewed tobacco is not a health hazard. Mouth and throat cancer are reportedly on the increase as more young people chew tobacco.
Marijuana	Pot Grass Weed Reefer Dope	Dried parsley mixed with stems and possibly seeds	Smoked Eaten	Once believed to be "harmless", marijuana interferes with emotional development, the ability to learn, and discourages physical activity in children.
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked	
Inhalants				
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray cans Small 8-gram metal cylinder sold with a balloon or pipe	Vapors inhaled	Inhalant abuse can cause brain damage, lung damage, or death. Many of the abused products are common household items or available in convenience stores. Brand name inhalants such as "Rush" are designed for abuse and generally have no other true purpose. Many cities have banned brand name inhalants to protect children.
Amyl Nitrite	Poppers Snappers	Clear yellowish liquid in ampules	Vapors inhaled	
Butyl Nitrite	Rush Bolt Locker room	Packaged in small bottles	Vapors inhaled	
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluids	Vapors inhaled	
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapors inhaled	

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Drug Facts, Part II

Substance	Street Names	Appearance	Usage	Comments
Cocaine	Coke Snow Flake Blow	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages Injected Smoked	Cocaine is a commonly abused substance with some legitimate uses. Sniffing cocaine can cause ulcers in the nasal passage. Injecting cocaine with contaminated syringes can cause AIDS, hepatitis, and other serious diseases.
Crack or cocaine	Crack Freebase rocks Rock	Light brown or beige pellets--or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked	Crack or freebase rock is extremely addictive. The use of cocaine in any form can result in heart attack or respiratory failure.
Amphetamines	Speed Uppers Pep Pills Benzedrine (Bennies) Dexedrine (Dexies) Biphetamine (Black Beauties)	Capsules Pills Tablets	Taken orally Injected Inhaled through nasal passages	Amphetamines can be prescription drugs or made in illegal labs. Users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. An amphetamine injection can result in stroke, very high fever, or heart failure.
Barbiturates	Downers Reds Yellows Nembutal Seconal Amytal Tuinals	Capsules, usually red, yellow, blue, or red/blue	Taken orally	Barbiturates are prescription drugs. If abused in very large doses, depressants can cause respiratory depression, coma, and death. Use can lead to both psychological and physical dependence.
Heroin	Smack Horse Junk	Powder, white to dark brown Tar-like substance	Injected Inhaled through nasal passages Smoked	Heroin is an illegal substance. Tolerance develops rapidly and dependence is likely. Use of contaminated syringes may result in diseases such as AIDS and hepatitis.
Phencyclidine	PCP Angel Dust Hog Loveboat	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked	Phencyclidine (PCP) interrupts the functions of the section of the brain that controls the intellect. Large doses may produce convulsions, coma, and heart and lung failure.
Lysergic Acid Diethylamide	LSD Acid	Brightly colored tablets Impregnated blotter paper Thin squares of gelatin Clear liquid	Taken orally Licked off paper Gelatin and liquid	Lysergic acid (LSD) is an illegal substance and can cause increased heart rate, loss of appetite, sleeplessness, and tremors. Users may experience panic, confusion, anxiety, and loss of control.
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown disks Tablets Capsules	Disks--chewed, swallowed, or smoked Tablets and capsules--taken orally	Mescaline and peyote are illegal substances which can cause illusions and hallucinations. A user may have serious psychological reaction to either of these substances.
Psilocybin	Magic mushrooms Mushrooms	Fresh or dried mushrooms	Chewed and swallowed	Psilocybin is an illegal substance. As with all hallucinogens, users may experience delayed effects, or flashbacks after use has ceased.

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Drug Facts, Part III

Substance	Street Names	Appearance	Usage	Comments
Designer Drugs				
In order to circumvent, or get around, legal restrictions on chemical formulas for legal drugs, underground chemists modify the molecular structure of illegal drugs to produce analogs known as designer drugs. These substances can be several hundred times stronger than the drugs they are designed to imitate.				
Analogs of Phencyclidine (PCP)	PCPy PCE	White powder	Taken orally Injected Smoked	This PCP analog can cause delusions, hallucinations, and impaired perception.
Analogs of Amphetamines and Methamphetamines (Hallucinogens)	Ecstasy MDM STP PMA	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages	These analogs can cause nausea, blurred vision, chills or sweating, and faintness. Even one dose can cause brain damage.
Analogs of Fentanyl and Meperidine (Narcotic)	Synthetic Heroin China White MPTP MPPP	White powder often resembling heroin	Inhaled through nasal passages Injected	The narcotic analogs can cause symptoms such as those seen in Parkinson's Disease: uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage.
Prescription or Controlled Substances				
Stimulants	Amphetamine Ritalin Cylert Voranil Sandrex	Pills Capsules Tablets	Taken orally Injected	Using large amounts of stimulants over a long period of time can cause hallucinations, delusions, and paranoia.
Tranquilizers	Valium Librium Equanil Miltown	Tablets Capsules	Taken orally	The use of depressants can cause both physical and psychological dependence.
Methaqualone	Quaaludes Ludes Sopors	Tablets	Taken orally	Larger doses can produce slurred speech, staggering gait, and altered perception.

Over-the-counter substances are often mistakenly considered safe because they are sold without prescription. The over-use of many of these substances can produce strong side effects, especially when they are combined with alcohol or other drugs. Even caffeine-based substances, such as anti-fatigue products, can cause behavioral changes such as anxiety and restlessness. Children should be supervised by a responsible adult whenever taking any medication.

Anabolic steroids are a group of powerful compounds closely related to the hormone testosterone. Legitimate medical uses are limited to certain kinds of anemia, severe burns, and some types of breast cancer. Users subject themselves to more than 70 side effects ranging from acne to liver cancer, including some psychological reactions. The cardiovascular and reproductive systems and the liver are most seriously affected by steroid use. Steroids are available orally as tablets, capsules, or liquids.

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Center for Child and Family Development
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The University of Oklahoma

GROWING · UP · STRONG™
for Fifth Graders

Name: _____

☐ Boy ☐ Girl Birthdate: _____

Teacher: _____

School: _____

Drug Facts Examination

Circle the correct answer.

1.	A person can tell the difference between cocaine, heroin, and PCP by their appearance.	TRUE	FALSE
2.	If a doctor prescribed a medicine for my father, it would be safe for me to use.	TRUE	FALSE
3.	Crack is a form of cocaine.	TRUE	FALSE
4.	Hashish is a form of marijuana.	TRUE	FALSE
5.	Inhaling fumes from glue, paint thinner, and gasoline can cause brain damage.	TRUE	FALSE
6.	A person can not become an alcoholic by drinking beer.	TRUE	FALSE
7.	Using tobacco can cause mouth, throat, and lung cancer.	TRUE	FALSE
8.	Over-the-counter drugs are harmless.	TRUE	FALSE
9.	A person will not become addicted to cocaine by sniffing it.	TRUE	FALSE
10.	There are very few legitimate uses for anabolic steroids.	TRUE	FALSE
11.	Alcohol and tobacco are not dangerous because they are legal substances.	TRUE	FALSE
12.	Sharing a syringe to inject drugs into your body may result in hepatitis or AIDS.	TRUE	FALSE
13.	The use of cocaine in any form can result in heart attack or respiratory failure.	TRUE	FALSE
14.	As little as one dose of the substance Ecstasy or STP can cause brain damage.	TRUE	FALSE
15.	If a substance is legal it can not be abused.	TRUE	FALSE
16.	It is legal for a child to drink an alcoholic beverage if an adult provides it.	TRUE	FALSE

Center for Child and Family Development
Continuing Education and Public Service
The University of Oklahoma

Name: _____

☐ Boy ☐ Girl Birthdate: _____

Teacher: _____

School: _____

GROWING • UP • STRONG™
for Sixth Graders

Drug Facts Examination

Circle the correct answer.

1.	Designer drugs are chemically modified forms of illegal drugs.	TRUE	FALSE
2.	The use of steroids may cause damage to the heart and reproductive systems.	TRUE	FALSE
3.	Other street names for crack are freebase and rock.	TRUE	FALSE
4.	Peyote and psilocybin are natural substances and therefore legal.	TRUE	FALSE
5.	Chewing tobacco is not a health hazard.	TRUE	FALSE
6.	A person cannot become an alcoholic by drinking beer.	TRUE	FALSE
7.	Use of Lysergic Acid Diethylamide (LSD) can cause hallucinations.	TRUE	FALSE
8.	Federal permits are required to pick, possess, or use peyote for religious purposes in the Native American Church.	TRUE	FALSE
9.	Tranquilizers and stimulants may be legally prescribed by a doctor.	TRUE	FALSE
10.	In powder form, many drugs look the same.	TRUE	FALSE
11.	Inhaling the gas from aerosol sprays and solvents is not defined as substance abuse.	TRUE	FALSE
12.	Over-the-counter drugs are safe because anyone can buy them.	TRUE	FALSE
13.	If a substance is legal, it cannot be abused.	TRUE	FALSE
14.	Injecting speed into your body can cause a stroke or heart attack.	TRUE	FALSE
15.	"Rush" and "Locker Room", legal in some places, are okay to use.	TRUE	FALSE
16.	A child can drink alcohol if an adult is present.	TRUE	FALSE
17.	An addiction is an uncontrollable urge that has harmful side effects.	TRUE	FALSE
18.	Contaminated needles shared among drug abusers are a major cause of the spread of AIDS.	TRUE	FALSE
19.	Tolerance to a drug means a person must take more and more of the drug to get high.	TRUE	FALSE
20.	Marijuana is another form of tobacco.	TRUE	FALSE

GROWING • UP • STRONG™

GROWING UP STRONG (GUS) is a mental wellness and substance abuse prevention program for children in preschool through sixth grade with Spanish Bilingual and American Indian supplements. Developed by the Center for Child and Family Development at the University of Oklahoma in partnership with the Oklahoma Department of Mental Health and Substance Abuse Services, GUS is:

- ☑ **Research-based**
- ☑ **Adaptable**
- ☑ **Proven Effective**
- ☑ **Affordable**
- ☑ **Multicultural**
- ☑ **Replicable**

GUS promotes a positive self-concept through enhanced self-esteem and:

Life Skills Development

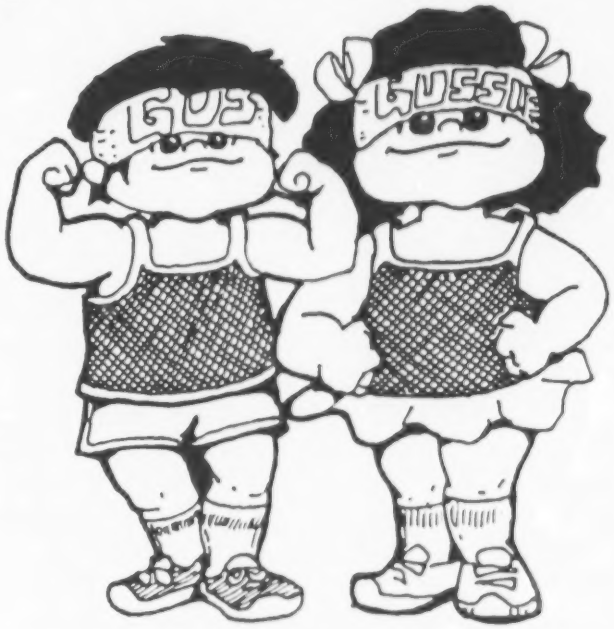
- decision-making
- accepting responsibility
- problem-solving
- assertiveness
- personal safety

Family Involvement

Cross-Age Education

- peer leadership
- peer support

Cooperative Learning



Center for Child and Family Development
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Norman, Oklahoma 73037-0005
(405)325-1446

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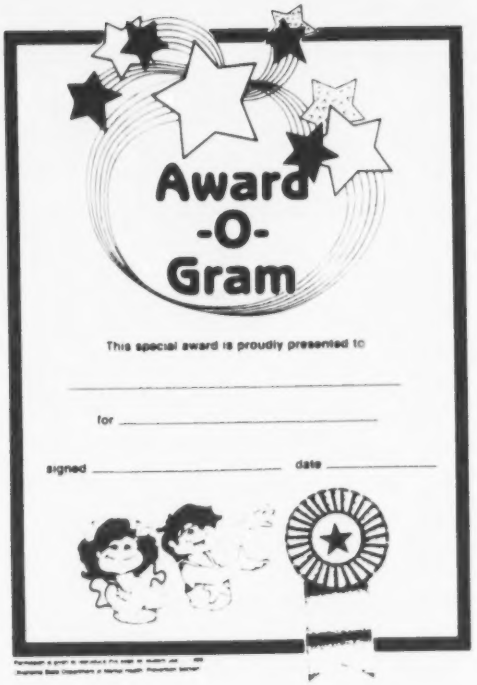
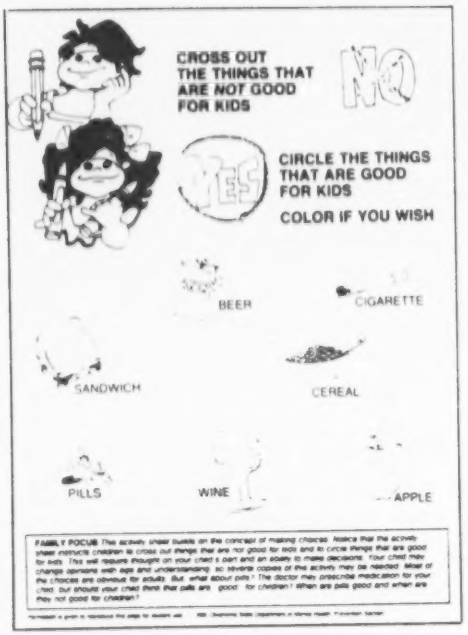
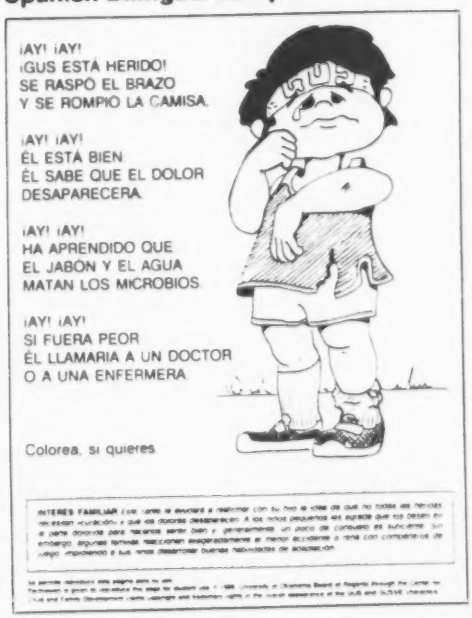
Sample Activities from the GROWING UP STRONG™ Program





Spanish Bilingual Sample



Plan Now for On-Site Training

The Center for Child and Family Development offers on-site training for GROWING UP STRONG from the preschool program through sixth grade. GUS training is individualized to meet the specific needs of each school district or child development program so the costs will vary.

On-site training ranges from a two-hour overview to a comprehensive training and evaluation package. Certified GUS Master Trainers are located throughout the United States to further reduce training costs.

For additional information or to arrange on-site training contact: Center for Child and Family Development, 555 E. Constitution St., Suite 221, Norman, Oklahoma 73037-0005; (405)325-1446; (800)522-0772 ext. 1446 (inside Oklahoma); (800)523-7363 ext. 1446 (outside Oklahoma).

GUS ORDER FORM

GROWING UP STRONG Kits

We recommend one kit per teacher. Prices are subject to change without prior notification.

GROWING UP STRONG™
for Preschoolers (Second Edition)
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Kindergarten and First Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Second and Third Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Fourth Graders
Contains a GUS folder, Teacher's Guide, duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

GROWING UP STRONG™
for Fifth and Sixth Graders
Contains a GUS folder, Teacher's Guide, duplication masters, and a GUS poster.
_____ Kit(s) @ $25 = $ _____

Spanish Bilingual Supplement
for Preschoolers
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a bilingual GUS poster.
_____ Kit(s) @ $20 = $ _____

Spanish Bilingual Supplement
for Kindergarten through Third Graders
Contains a GUS folder, Teacher's Guide, family involvement duplication masters, and a bilingual GUS poster.
_____ Kit(s) @ $20 = $ _____

American Indian Supplement
for Preschoolers through Third Graders
Contains a GUS folder, Teacher's Guide, and a GUS poster.
_____ Kit(s) @ $20 = $ _____

Make your check, money order, or purchase order payable to the University of Oklahoma (no cash, please). A purchase order number is required on all orders to be billed to schools, agencies, and other organizations.

Total Page 1 = $ _____

Total Page 2 = $ _____

Postage & Handling (10%) = $ _____

Grand Total = $ _____

Send your completed order to: Center for Child and Family Development, The University of Oklahoma, 555 E. Constitution St., Suite 221, Norman, Oklahoma 73037-0005; (405)325-1446

Name _____

Title _____

Agency _____

Billing Address _____

City _____ **State** _____ **Zip** _____

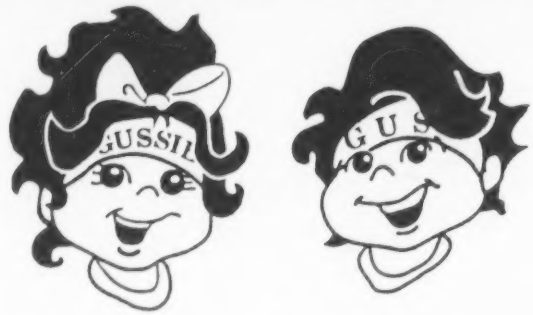
Purchase Order Number _____

GUS ORDER FORM

Dolls, Puppets and Accessories

GUS and GUSSIE Soft-sculpture Dolls

GUS and GUSSIE are trademarks of the GROWING UP STRONG™ program. The dolls become the children's friends and confidants. Each set contains one GUS and one GUSSIE doll in a clear vinyl carrying bag. The dolls are clothed in denim shorts and GROWING UP STRONG™ t-shirts.



20" dolls are recommended for preschool through first grade.

24" dolls are recommended for second and third grades.

# ____	20" doll sets @ $49	=	$	_____
# ____	24" doll sets @ $59	=	$	_____

GUS and GUSSIE Puppets

Colorful, felt, hand puppets for use in classroom activities preschool through fourth grade. Each set contains a GUS and a GUSSIE.

# ____	sets GUS Preschool puppets @ $15	=	$	_____
# ____	sets GUS Grade K-1 puppets @ $15	=	$	_____
# ____	sets GUS Grade 2-3 puppets @ $15	=	$	_____
# ____	sets GUS Grade 4 puppets @ $15	=	$	_____

GUS and GUSSIE's Multicultural Friends

Six multicultural puppet friends for use with preschool through fourth grade.

# ____	sets MCF puppets @ $45	=	$	_____

GROWING UP STRONG™ Buttons

Colorful buttons proclaim "I'm GROWING UP STRONG!"

# ____	sets of 50 buttons @ $15	=	$	_____

GROWING UP STRONG™ Magnets

Vinyl covered magnets help children display their artwork and activities at home.

# ____	sets of 50 magnets @ $25	=	$	_____

Happygrams and Award-O-Grams

Brightly colored, printed awards for positive reinforcement that children can share with their families. Packaged for immediate use.

# ____	*sets of 100 Happygrams @ $10*	=	$	_____
# ____	*sets of 100 Award-O-Grams @ $10*	=	$	_____

Total Page 2 = $ _____

Transfer this total to Page 1